

New Hampshire Department of Education



STATE OF NEW HAMPSHIRE
**American Recovery
and Reinvestment Act**



State School Improvement Grant Application

Title I, Part A Section 1003(g) of the
Elementary and Secondary Education Act

REVISED MARCH 22, 2011

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APPLICATION COVER SHEET
SCHOOL IMPROVEMENT GRANTS

Legal Name of Applicant: New Hampshire Department of Education	Applicant's Mailing Address: 101 Pleasant Street Concord, NH 03301-3860
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Chief State School Officer (Printed Name): Virginia M. Barry, Ph.D.	Telephone: 603-271-3144
Signature of the Chief State School Officer: X 	Date: Original-12/20/2010 Revision-03.03.2011 + Revision-03-22-2011
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

SEA REQUIREMENTS

A. Eligible Schools:

The list of New Hampshire’s Tier I, Tier II, and Tier III schools (sorted by Local Education Agency -LEA) is provided in *SEA Appendix A.-NH Title I 1003(g) SIG Eligible Schools*. New Hampshire’s Tier I and Tier III eligible school lists were expanded (noted in the list provided by the notation in the “newly eligible” column) based on the options provided by the United States Department of Education (US ED), an explanation of the process used is provided in the New Hampshire School Improvement Grant Local Education Agency Application in *LEA Appendix A*.

The New Hampshire Department of Education (NH DOE) definition of persistently lowest-achieving schools can be found in *SEA Appendix B* of this document.

B. Evaluation Criteria:

Part 1

The NH DOE will use the criteria outlined below to evaluate an LEA’s application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each Tier I and Tier II school identified in the LEA’s application and has selected an intervention for each school.

Upon US Department of Education (US ED) approval of the NH School Improvement Grant (SIG), the NH DOE will post on the NH DOE website and disseminate to all NH Superintendents and Title I Project Managers the list of NH SIG eligible schools, grant information and further information regarding needs assessment tools available.

The NH DOE will then hold statewide conference calls/webinars for all eligible schools, describing the grant details, application process, needs assessment tools and answer questions. The NH DOE will also hold additional technical assistance sessions and will meet with LEAs as needed to support the NH SIG application process.

LEAs submitting an application for a Tier I and/or Tier II school will be asked to submit an intent to apply to the NH DOE. Each of these LEAs will be offered a \$3,000 planning grant to assist the district/school with required needs assessment for their final application, funded by Title I, Part A 1003(a).

As part of the application, LEAs will be required to submit the following baseline data **collected by LEAs on the form found in *SEA Appendix G (LEA Appendix C)***:

- **Number of minutes within the school year that all students were required to be at school and any additional learning time (e.g. before or after school, weekend school, summer school) for which all students had the opportunity to participate.**

- **Does the school provide any of the following in order to offer increased learning time:**
 - a. longer school day
 - b. before or after school
 - c. summer school
 - d. weekend school
 - e. Other
- **The number of school days during the school year (plus summer, if applicable, if part of implementing the restart, transformation or turnaround model) students attended school divided by the maximum number of days students could have attended school during the regular school year;**
- **The number of students who completed advanced coursework (such as Advanced Placement International Baccalaureate classes, or advanced mathematics);**
- **The number of high school students who complete at least one class in a postsecondary institution;**
- **The number of students who complete advance coursework AND complete at least one class in a postsecondary institution;**
- **The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days;**
- **Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;**
- **Dropout rate;**
- **Student attendance rate;**
- **Discipline incidents;**
- **Truants;**
- **Distribution of teachers by performance level on an LEA's teacher evaluation system (when available); and**
- **Teacher attendance rate.**

Updated information will be required of each grantee in annual progress reports.

The NH SIG application will require each LEA to conduct a needs assessment of the eligible schools within their LEA. The NH DOE has offered the following needs assessment tools:

- **Center for Innovation and Improvement's (CII) Rapid Improvement process**
- **Assessment Continuum of Schoolwide Improvement Outcomes**

Webinars will be held by the NH DOE to discuss the components that must be included in the needs assessment, tips shared as to best ways to facilitate the process and a checklist will be provided that outlines the components that will be checked by reviewers.

In the application, the LEA must also clearly articulate the results of their needs assessment and the goals they have selected to best meet their identified needs. All applications will be reviewed using the Needs Assessment Rubric Feedback Form (*SEA Appendix C*).Based on the results of the review, NH DOE leadership will discuss any

further needs assessment information required, in order to ensure that all areas of concern are identified and addressed. LEAs will be required to determine their priority issues that have the greatest likelihood of improving student achievement. The LEA application will also require an intervention model to be identified and how it was chosen as the best match to the improvement goals for the particular school.

(2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.

In order to determine if the LEA/school has the capacity to use the SIG funds in a manner that will adequately maximize resources and support to successfully implement the selected intervention model fully and effectively in the given school(s), the NH DOE will require LEAs to provide evidence of stakeholder support to enact policies that will allow the individual schools the autonomy needed to implement the chosen model effectively must also be provided by LEAs in their application.

The NH DOE will require each LEA to complete the LEA Capacity Rubric (*SEA Appendix D/LEA Appendix D*) rating their capacity to assist the lowest-achieving schools in the implementation of the selected intervention model.

The assessment will be reviewed by the NH DOE. Areas of concern will be communicated to

LEA administrators. If concerns can not be appropriately resolved, funds will not be awarded.

The NH DOE will also review the federal fund grant history for each LEA applicant (grant usage, timeliness of submission and reporting, appropriateness of funds used and noted concerns regarding supplanting or audit exceptions).

(3) The LEA's budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

The NH DOE will require applications to provide:

- **A SIG Action Plan (page LEA -17) that outlines the substantive interventions and strategies of the school intervention which will be implemented to support full implementation of the model**
- **A Three Year School Budget Plan (page LEA-19) that must align with the goals and parameters of the grant**

- **A One Year Detailed School Budget Narrative (page LEA-20), with supporting justification forms for any professional development, contracted services and equipment planned.**

As part of future progress reports, LEAs will be required to submit updated detailed budgets

for year two and year three as a component of the yearly progress report.

To evaluate whether the documentation provided by the LEA demonstrates sufficient resources

to implement the intervention model, the application reviewers will use the Intervention and

Budget Alignment Rubric (*SEA Appendix E*):

Part 2

The NH DOE has included assurances (page LEA-21-22) within the NH SIG LEA application that Superintendents and the School Board Chair must sign to ensure their commitment to do the following:

- **Design and implement interventions consistent with the final requirements.**
- **Recruit, screen, and select external providers, if applicable, to ensure their quality.**
- **Align other resources with the interventions.**
- **Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.**
- **Sustain the reforms after the funding period ends.**

In addition to the signed assurances, the NH DOE has included questions related to each of the components described in Part 2 of Section B in the LEA application. NH DOE will be working with the applicants throughout the application process to ensure that stakeholders are supportive and committed to the assurances. The NH DOE will use the following measures to ensure commitment to meet the final regulations.

Part 2: (1)

Design and implement interventions consistent with the final requirements.

- **A SIG overview webinar will be provided January 27, 2011. Eligible applicants will have access to previously recorded webinars on the four SIG models.**
- **Each LEA will submit a letter of intent to apply for the SIG by April 1, 2011.**
- **Each LEA applicant with Tier I and Tier II schools will participate in the SIG Lessons Learned and Planning Recommendations webinar on February 16, 2011**
- **Planning grants will be awarded by April 8, 2011**
- **Complete applications will be due May 12, 2011**
- **Three step application review and scoring May 16 to June 10**
 - a. **Each LEA application will be evaluated by reviewers using the scoring rubric to evaluate the LEA application (two levels of review).**

- b. Meetings with LEA finalists will be held May 16 to June 10, 2011 to discuss reviewer feedback and clarifications needed**
- **If applicable, revised applications will be due June 10, 2011**
- **New SIG awards will be announced by June 15, 2011**
- **The NH DOE Title I staff and Statewide System of Support (SSOS) will continue to provide technical assistance throughout the application process and project period.**
- **The reviewers will measure the LEAs commitment in this area using the Commitment to Assurances Rubric (*SEA Appendix F*)**

Part 2: (2)

Recruit, screen, and select external providers, if applicable, to ensure their quality.

- **The LEA is required to demonstrate that it has developed procedures to recruit, screen and select external providers. The process must include a variety of stakeholders. These procedures will be articulated in Section B(4) of the LEA application. Evaluation of the response submitted for this element is included in the NH DOE Scoring Rubric.**
- **The reviewers will measure the LEAs commitment in this area using the Commitment to Assurances Rubric (*SEA Appendix F*)**

Part 2: (3)

Align other resources with the interventions.

- **The LEA application requires budget details to assist the reviewer in determining how additional resources are aligned to support the selected intervention. Additional resources may include Title I, Part A, 1003(a), Title IIA or D, Title III and state and local funding. Title I staff will be overseeing the implementation of this grant, so alignment of Title I resources will be analyzed throughout the grant period.**
- **The reviewers will measure the LEAs commitment in this area using the Commitment to Assurances Rubric (*SEA Appendix F*)**

Part 2: (4)

Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.

- **The LEAs will be required to provide local School Board meeting minutes to show support of the SIG application, implementation (including modification of policies and practices) and willingness to accept Title I 1003(g) regular and ARRA funds.**
- **The reviewers will measure the LEAs commitment in this area using the Commitment to Assurances Rubric (*SEA Appendix F*)**

Part 2: (5)

Sustain the reforms after the funding period ends.

- **The LEA application requires a narrative description to confirm that the LEA plans to sustain the reform efforts beyond the grant period. This commitment will be checked throughout the grant period through annual progress reports, review of local School Board minutes and through ongoing discussions between NH DOE and LEA stakeholders. After the first implementation year, the progress report will require detail regarding the following:**
 - **Alignment of action steps and budget items to other funding requirements**
 - **Sustainable practices (i.e. using a train-the-trainer model so that external facilitation or professional development can be brought in and sustained with the LEA staff).**
- **The reviewers will measure the LEAs commitment in this area using the Commitment to Assurances Rubric (*SEA Appendix F*)**

In the final review, committee members will discuss any particular areas of concern with the LEA to ensure compliance and commitment. Members may require additional documentation.

Section B-1

- 1) How will the SEA review an LEA's proposed budget with respect to activities carried out during the pre-implementation period to help an LEA prepare for full implementation in the following school year?

LEAs are allowed to submit as part of the first year budget of their complete application, pre-implementation expenses that are reasonable and necessary to fully implement the selected intervention model at the start of the 2011–2012 school year. The grant application reviewers will analyze the budget requests by looking at the details of the activities noted within the first year action plan. They will compare this information with the expenses listed within the one and three year budget narratives.

- 2) How will the SEA evaluate the LEA's proposed activities to be carried out during the pre-implementation period to determine whether they are allowable?

LEAs are allowed to submit as part of the first year action plan of their complete application, pre-implementation activities that are reasonable and necessary to fully implement the selected intervention model for the 2011–2012 school year. The grant application reviewers will analyze the action plan activity requests by looking at the details of the expenses listed in the budget narratives and the selected model requirements. The reviewers will use the Pre-Implementation Approvable Activity Checklist (based partially on section J of the US ED FY2010 SIG guidance) as a guide:

- **Family and Community Engagement: Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for**

health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.

- Rigorous Review of External Providers:** Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity; or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.
- Staffing:** Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.
- Instructional Programs:** Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2011-2012 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.
- Professional Development and Support:** Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.
- Preparation for Accountability Measures:** Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools. As discussed in F-4, in general, SIG funds may not be used to supplant non-Federal funds, but only to supplement non-Federal funding provided to SIG schools. In particular, an LEA must continue to provide all non-Federal funds that would have been provided to the school in the absence of SIG funds. This requirement applies to all funding related to full implementation, including pre-implementation activities.
- Minor Remodeling of Facilities to Enable Technology:** Pay for the costs of minor remodeling that is necessary to support technology if the costs are directly attributable to the implementation of a school intervention model and are reasonable and necessary.
- Other:** Other activities that are appropriate and aligned with the successful implementation of the selected intervention model.

C. Capacity:

The NH DOE will require each LEA applicant to serve all of its Tier I schools using one of the four school intervention models outlined by the US ED unless the LEA

demonstrates that it lacks sufficient capacity to do so. To assess the capacity of the individual Tier I schools the NH DOE will require a description of the following from all LEA applicants for each eligible Tier I school, including those that they claim do not have the capacity to implement a SIG model:

- **Support from the school community and teachers' union in regards to staffing and teacher and administrator evaluation requirements outlined in the intervention models;**
- **Ability and process to recruit new principals that can effectively implement the turnaround or transformation model or partnerships that they have or could form in order to implement a restart model;**
- **Commitment of the school community, including the school board to eliminate barriers, change policies and practices that will support the intervention models;**
- **The ability to implement the basic elements of the chosen intervention model by the beginning of the 2011-2012 school year;**
- **History of capacity to implement school improvement plans; and**
- **An identified SIG Coordinator that can attend monthly NH DOE SIG Coordinator meetings.**

If an LEA claims it lacks sufficient capacity to serve each Tier I school, the NH DOE will evaluate the validity of the LEA's claim. If the NH DOE determines that an LEA has more capacity to implement an intervention model in Tier I or Tier 2 school than the LEA demonstrates to implement an intervention model in a given school, the NH DOE will discuss the capacity issues with the Superintendent and factor the information into the approval of the LEA application. This may lead to requiring the LEA to implement a model in the given school in order to receive approval for other schools within the LEA or rejecting an LEA application completely. If concerns can not be appropriately resolved, funds will not be awarded to the LEA.

D. Descriptive Information:

(1) Describe the SEA's process and timeline for approving LEA applications.

Stage 1: Initial Review:

The first stage of the review process involves an initial review team. This team is comprised of NH DOE staff, external reviewers and educational consultants knowledgeable about school improvement/reform. All participants sign assurances regarding any conflicts of interest. Reviewers are given the applications to read individually, using the Application Scoring Rubric (*LEA Appendix G*) to determine both compliance with the Title I 1003(g) SIG guidance and whether or not the application shows sufficient promise of success. The reviewers then meet as a group and discuss each item of the Scoring Rubric, sharing their notes and providing final points for each section.

The points on the scoring rubric are used to distinguish between areas that are satisfactory and areas that need further development in the next stage of the review process. There is no set cut-off score established, due to the fact that all components of the application must reflect that the LEA meets the standards or has presented an appropriate plan to meet the standards during the period of the grant. For instance, an LEA may receive a high overall score, but low points in capacity. Since capacity is an issue, the reviewers will recommend that the area of capacity be addressed in the next stage of review and not automatically promote the applicant based on the overall high score or disqualify them due to the initial view of capacity being rated as low. The applications will be scored at the LEA level, but each school within the application will be viewed individually as well to ensure that all schools meet the requirements.

The notes from each reviewer and the reviewer group discussion are then compiled and shared with the second level reviewers and LEA during the second stage of the review.

Stage 2: Application Clarification Meetings:

The second stage of the review process involves meetings with each applicant. These meetings are comprised of LEA SIG team members and NH DOE staff. At this meeting the initial reviewers notes are shared with the group and the grant components are discussed. During this meeting any issues of concern and possible resolutions are discussed. The selected reform model outline is referenced during the meeting to ensure that all required components are addressed in the LEA plan. The budget is then reviewed and discussed as well, noting any possible changes due to the discussion. If, for any reason, an individual school is determined as not having the ability to implement the SIG, a discussion will be held as to the inclusion or elimination of this school in the LEA's application.

After the stage two meeting, the NH DOE sends to the LEA a list of decision points generated during the meeting that would reflect needed changes to the application and any remaining areas of concern, if any. Based on this feedback, the LEA must revise their application and resubmit as a final version to the NH DOE.

The goal of this stage in the review is to work with applicants to strengthen their plans and determine if the areas of concern that can be improved to a satisfactory level.

Stage 3: Awarding of Grants:

The third stage of review includes a review of the final application submitted by each LEA. If there is any need for further clarification or modifications to an application during this stage, the reviewers will contact the LEAs. All applications considered for funding must demonstrate consistent strength throughout their entire application. Eligible applications will be reviewed and consensus scores assigned to each item by the final review team. Applications will be rank ordered by the total points awarded on the District Scoring Rubric. The final review team will then recommend to the NH Commissioner of Education based on the prioritized ranking which LEAs can be

funded based on their reviews. If the requests for funding exceed the funds available, priority in awarding of funds will be given to Tier I and II schools, as noted in the final regulations for the grant by the US Department of Education.

LEA Application and Grant Approval Timeline:

April 1	LEA intent to apply and planning grant request due to the NH DOE
April 8	NH DOE review and approval of LEA planning grants
May 12	Complete LEA application due to the NH DOE
May 16-June 10	Three step application review
by June 15	LEA grants awarded by the NH DOE

(2) Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier I or Tier II schools in the LEA that are not meeting those goals and making progress on the leading indicators in section III of the final requirements.

The NH DOE will require all grant participants to complete an annual evaluation/progress report that will include an update on each component of the selected intervention model, an updated budget (including added detail for the upcoming year) and evidence of strategies implemented, successful outcomes or challenges that impeded progress towards established goals.

The NH DOE review teams will use a progress report that will include responses to the following in order to determine if funding for year two or three should be awarded:

- Has the LEA provided evidence that the intervention model is being implemented appropriately, according to model descriptions/requirements?**
- Has the school made adequate progress towards goals established within the LEA SIG grant and district/school improvement grants and/or strategic plans?**
- Have funds been utilized appropriately?**
- Have there been any changes within the LEA that may impact the capacity to continue implementation of the intervention model?**
- Is the LEA and/or school in good standing regarding school approval and federal and state program/accountability requirements?**
- Has the LEA submitted required data and reports in a timely fashion?**
- What is the evidence of successful outcomes resulting from goals established in the intervention model?**

(3) Describe the SEA’s process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to

renew an LEA's School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals.

The NH DOE will use the same progress reporting and monitoring procedures for Tier III schools as previously described for the Tier I and Tier II schools. If in reviewing the progress report the NH DOE determines that the Tier III school is not meeting its agreed upon goals, the NH DOE will meet with the LEA leadership to address the concerns. If the final determination is that the LEA cannot implement the interventions appropriately, the funding will be discontinued.

(4) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve.

For each participating LEA, the NH DOE will assign a NH DOE SIG Liaison. The liaison may be a NH DOE staff member or contracted service provider specializing in school reform. The liaison and/or contracted service provider will monitor each LEA's SIG grant implementation through various methods, including: onsite visits, desk audits, SIG Coordinator meetings, phone discussions, report reviews and quarterly meetings with LEA teams.

(5) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

Priority in awarding of grants will be given to LEA's seeking to fund Tier I or Tier II schools (regardless if eligibility is determined by mandatory eligibility criteria or state options) and be based on available funding. Section II.B.4 of the US ED SIG final requirements will be followed if further prioritizing is warranted.

(6) Describe the criteria, if any, that the SEA intends to use to prioritize among Tier III schools.

In addition to following Section II.B.4 of the US ED SIG final requirements the NH DOE will prioritize among approvable Tier III schools by awarding first to those that

are willing to implement one of the four intervention models. The next level of schools considered will be those that fall in the lowest 20%, as measured by statewide performance index scores.

(7) If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.

NH law currently prohibits the NH DOE or state board of education to take control of the daily operations of any public school (New Hampshire Revised Statutes Annotated 193-H:5).

(8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school, and provide evidence of the LEA's approval to have the SEA provide the services directly.

At the time of the NH DOE's submission of this application, it has not yet been determined whether the NH DOE will provide services directly to any schools in the absence of a takeover. If the NH DOE later decides to provide such services, the NH DOE will amend the SEA application to provide the required information.

E. Assurances:

By submitting this application, the SEA assures that it will do the following:

- Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school that the SEA approves the LEA to serve.
- Apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability, taking into account any waivers that may have been requested and received by the SEA or an individual LEA to extend the period of availability.
- Carry over 25 percent of its FY 2009 school improvement funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with the final requirements if not every Tier I school in the State receives FY 2009 school improvement funds to implement a school improvement model in the 2010-

2011 school year (unless the SEA does not have sufficient school improvement funds to serve every Tier I school in the State).

- Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
(Not applicable, as NH is not participating in the pilot program)
- a. Monitor each LEA's implementation of the interventions supported with school improvement funds.
- To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; amount of the grant; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.
- Report the specific school-level data required in section III of the final requirements.

F. SEA Reservation:

The NH DOE plans to use the SIG Title I, Part A 1003g administration to continue the staffing required to oversee the SIG grantees and provide professional development and technical assistance to the LEAs and individual schools. The NH DOE will also try to continue the contract with a consultant (hired with FY 2009 ARRA funds) in an effort to maintain monitoring and technical assistance for participating LEAs and broaden the school reform perspective and experience level of the NH DOE and LEA staff.

G. Consultation with Stakeholders:

The NH DOE has met with the Committee of Practitioners (in accordance with section 1903(b) of the ESEA) to share preliminary SIG information and guidance as well as final guidance to gain input from multiple stakeholders and make decisions pertaining to options that the state has in developing the process and how the participating LEAs and schools can best be supported throughout the process.

- The NH DOE has consulted with its Committee of Practitioners regarding the information set forth in its application.

The SEA may also consult with other stakeholders that have an interest in its application.

- The NH DOE has consulted with and provided grant information to other relevant stakeholders, including:
 - LEA Superintendents
 - NH Parent Information Resource Center
 - NH City Year
 - LEA Administrators
 - Partnerships in Education
 - National Educators Association (NEA)-NH
 - American Federation of Teachers (AFT)-NH
 - NH School Administrators Association
 - NH School Principals Association

H. Waivers:

New Hampshire (NH) requests a waiver of the requirements it has listed below. These waivers would allow any local educational agency (LEA) in NH that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

NH believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I and Tier II schools.

- Waiver 1: Tier II Waiver –enabling the State to generate new lists of Tier I, Tier II and Tier III schools for its FY2010 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State's lowest quintile of performance based on proficiency rates on the State's assessments in reading/language arts and mathematics combined.
- Waiver 4: School Improvement timeline waiver -- waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011-2012 school year to “start over” in the school improvement timeline.
- Waiver 5: Schoolwide program waiver – to waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.
- Waiver 6: Period of availability – waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b))to extend the period of availability of FY 2009 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2014

NH assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with all requirements.

NH assures that it will permit an LEA to implement the waiver(s) only if the LEA receives a School Improvement Grant and requests to implement the waiver(s) in its application. As such, the LEA may only implement the waiver(s) in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

NH assures that, prior to submitting this request in its School Improvement Grant application, NH provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice as well as copies of any comments it received from LEAs. NH also assures that it provided notice and information regarding this waiver request to the public in the manner in which NH customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

NH assures that, if it is granted one or more of the waivers requested above, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver, including which specific waivers each LEA is implementing.

SEA Appendix A: New Hampshire Title I 1003(g) School Improvement Grant Eligible Schools

LEA Name	NCES LEA ID	School	NCES School ID	Tier I	Tier II	Tier III	Grad Rate	Newly Eligible
Allenstown School District	3301380	Armand R Dupont School	330138000002			X		
Allenstown School District	3301380	Allenstown Elementary School	330138000001			X		
Amherst School District	3301470	Amherst Middle School	330147000007			X		
Amherst School District	3301470	Clark Wilkins School	330147000006			X		
Andover School District	3301500	Andover Elementary	330150000008			X		
Barnstead School District	3301620	Barnstead Elementary	330162000012			X		
Barrington School District	3301650	Barrington Elementary	330165000013			X		
Berlin School District	3301860	Brown Elementary School	330186000022			X		
Berlin School District	3301860	Hillside Elementary School	330186000163			X		
Berlin School District	3301860	Berlin Junior High School	330186000024			X		X
Berlin School District	3301860	Berlin Senior High School	330186000027			X		X
Bethlehem School District	3301890	Bethlehem Elementary School	330189000028			X		
Bow School District	3301950	Bow Elementary School	330195000480			X		
Chester School District	3302250	Chester Academy	330225000035			X		
Chesterfield School District	3302280	Chesterfield Elementary School	330228000036			X		
Claremont School District	3302340	Bluff Elementary School	330234000038			X		X
Claremont School District	3302340	Disnard Elementary School	330234000488			X		
Claremont School District	3302340	Maple Avenue School	330234000040			X		
Claremont School District	3302340	Claremont Middle School	330234000039			X		X
Claremont School District	3302340	Stevens High School	330234000045			X		X
Colebrook School District	3302400	Colebrook Elementary School	330240000050			X		
Concord School District	3302460	Beaver Meadow	330246000496			X		
Concord School District	3302460	Broken Ground School	330246000053			X		
Concord School District	3302460	Dame School	330246000056			X		
Concord School District	3302460	Kimball -Walker School at Rumford	330246000060			X		
Concord School District	3302460	Rundlett Middle School	330246000063			X		
Concord School District	3302460	Concord Senior High School	330246000055			X		

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Contoocook Valley School District	3302480	Pierce Elementary School	330248000074				X
Conway School District	3302490	John H Fuller School	330249000078				X
Cornish School District	3302520	Cornish Elementary	330252000080				X
Croydon School District	3302550	Croydon Village School	330255000081				X
Deerfield School District	3302580	Deerfield Community School	330258000082				X
Derry School District	3302610	Ernest P. Barka Elementary School	330261000607				X
Derry School District	3302610	Grinnell School	330261000085				X
Dover School District	3302640	Dover Middle School	330264000089				X
Dover School District	3302640	Woodman Park School	330264000094				X
Epping School District	3302880	Epping Elementary School	330288000102				X
Epping School District	3302880	Epping High School	330288000103				X
Exeter Regon Cooperative	3300017	Cooperative Middle School	330001700107				X
Fall Mountain Regional School District	3302990	Acworth Elementary	330299000112				X
Fall Mountain Regional School District	3302990	Alstead Primary School	330299000113	X			
Fall Mountain Regional School District	3302990	Charlestown Primary School	330299000115				X
Farmington School District	3303000	Valley View Community Elementary School	330300000597				X
Farmington School District	3303000	Henry Wilson Memorial School	330300000124	X			
Farmington School District	3303000	Farmington Senior High School	330300000123		X		
Franklin School District	3303090	Bessie C Rowell School	330309000127				X
Franklin School District	3303090	Franklin Middle School	330309000511	X			
Franklin School District	3303090	Franklin High School	330309000128		X		
Fremont School District	3303150	Ellis School	330315000132				X
Gilmanton School District	3303210	Gilmanton Elementary School	330321000136				X
Goffstown School District	3303240	Bartlett Elementary School	330324000138				X
Goffstown School District	3303240	Maple Avenue School	330324000139				X
Goffham Randolph Sherburne Cooperative	3300035	Edward Fenn School	330003500141				X
Goshen-Lempster Coop School District	3303300	Goshen-Lempster Coop School	330330000143				X
Governor Wentworth Reg School District	3303330	Ossipee Central School	330333000149				X
Governor Wentworth Reg School District	3303330	Kingswood Regional Middle School	330333000512				X
Haverhill Cooperative School District	3303660	Haverhill Cooperative Middle	330366000020				X
Haverhill Cooperative School District	3303660	Woodsville Elementary School	330366000159				X

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Henniker School District	3303690	Henniker Community School	330369000161		X	
Hill School District	3303720	Jennie Blake School	330372000164		X	X
Hillsboro Deering Cooperative School District	3303750	Hillsboro-Deering Elementary	330375000165		X	
Hillsboro Deering Coop School District	3303750	Hillsboro-Deering Middle School	330375000481		X	X
Hillsboro Deering Coop School District	3303750	Hillsboro-Deering High School	330375000166	X		
Hinsdale School District	3303780	Hinsdale Elementary School	330378000167		X	
Hinsdale School District	3303780	Hinsdale Junior High School	330378000048		X	
Hooksett School District	3303870	Fred C Underhill School	330387000173		X	
Hooksett School District	3303870	David R Cawley Middle School	330387000618		X	
Hooksett School District	3303870	Hooksett Memorial School	330387000175		X	
Hudson School District	3303930	Dr H O Smith School	330393000180		X	
Hudson School District	3303930	Hills Garrison Elementary School	330393000593		X	
Hudson School District	3303930	Nottingham West Elementary School	330393000513		X	
Inter-lakes School District	3303960	Inter-lakes Elementary School	330396000184		X	
Inter-lakes School District	3303960	Inter-lakes Middle Tier	330396000525		X	
Jaffrey-Rindge Coop School District	3304030	Jaffrey Grade School	330403000189		X	
Jaffrey-Rindge Coop School District	3304030	Conant High School	330403000188		X	X
John Stark Regional School District	3300003	John Stark Reg High School	330000300500		X	
Kearsarge Regional School District	3304040	Kearsarge Regional Middle School	330404000503		X	
Keene School District	3304050	Jonathan M. Daniels Elementary School	330405000199		X	
Keene School District	3304050	Symonds Elementary School	330405000206		X	
Laconia School District	3304140	Elm Street School	330414000209		X	
Laconia School District	3304140	Pleasant Street School	330414000212		X	
Laconia School District	3304140	Woodland Heights Elementary	330414000213		X	
Laconia School District	3304140	Laconia High School	330414000210	X		
Lebanon School District	3304230	Hanover Street School	330423000217		X	
Lebanon School District	3304230	Lebanon Junior High School	330423000219		X	
Lebanon School District	3304230	Mt Lebanon School	330423000220		X	
Lincoln-woodstock School District	3304260	Lin-Wood Public Elementary School	330426000493		X	
Lisbon Regional School District	3304290	Lisbon Regional Middle School	330429000534		X	X
Litchfield School District	3304350	Griffin Memorial School	330435000228		X	

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Litchfield School District	3304350	Litchfield Middle School	330435000514			X
Littleton School District	3304380	Mildred C Lakeway School	330438000230			X
Littleton School District	3304380	Littleton High School	330438000229		X	
Londonderry School District	3304410	North Londonderry Elementary	330441000234			X
Londonderry School District	3304410	South Londonderry Elementary	330441000473			X
Manchester School District	3304590	Bakersville School	330459000240	X		
Manchester School District	3304590	Beech Street School	330459000241	X		
Manchester School District	3304590	Hallsville School	330459000249			X
Manchester School District	3304590	Northwest Elementary School	330459000505			X
Manchester School District	3304590	Wilson School	330459000263	X		
Manchester School District	3304590	Henry McLaughlin Middle School	330459000576	X		X
Manchester School District	3304590	Parkside Middle School	330459000255	X		X
Manchester School District	3304590	McDonough School	330459000485	X		
Marlborough School District	3304620	Marlborough Elementary School	330462000264			X
Mascenic Regional School District	3304670	Boynton Middle School	330467000515			X
Mascenic Regional School District	3304670	Mascenic Regional High School	330467000270			X
Mascoma Valley Reg School District	3304670	Enfield Elementary School	330468000274			X
Mascoma Valley Reg School District	3304680	Indian River School	330468000498			X
Merrimack Valley School District	3304760	Boscawen Elementary School	330476000281			X
Merrimack Valley School District	3304760	Penacook Elementary School	330476000283			X
Merrimack Valley School District	3304760	Merrimack Valley Middle School	330476000506			X
Milford School District	3304830	Heron Pond Elementary School	330483000595			X
Milford School District	3304830	Jacques Memorial Elementary School	330483000507			X
Milton School District	3300616	Milton Elementary School	330061600295			X
Monadnock Regional School District	3304890	Gilsum Elementary School	330489000300			X
Monadnock Regional School District	3304890	Troy Elementary School	330489000305			X
Monadnock Regional School District	3304890	Monadnock Regional Middle School	330489000061			X
Monadnock Regional School District	3304890	Monadnock Regional High School	330489000301			X
Mont Vernon School District	3304950	Mont Vernon Village School	330495000309			X
Nashua School District	3304980	Dr Norman W Crisp School	330498000486			X
Nashua School District	3304980	Fairgrounds Elementary School	330498000508			X

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Nashua School District	3304980	Ledge Street School	330498000320	X	
Nashua School District	3304980	Mt Pleasant School	330498000322	X	
Newfound Area School District	3305220	Bristol Elementary School	330522000332	X	
Newfound Area School District	3305220	Danbury Elementary School	330522000334	X	
Newfound Area School District	3305220	New Hampton Community School	330522000337	X	
Newfound Area School District	3305220	Newfound Memorial Middle School	330522000517	X	
Newmarket School District	3305280	Newmarket Elementary School	330528000340	X	
Newport School District	3305310	Richards Elementary School	330531000343	X	
Newport School District	3305310	Towle Elementary School	330531000344	X	
Newport School District	3305310	Newport Middle School	330531000093	X	
Northumberland School District	3305400	Groveton High School (Middle)	330540000529	X	X
Northwood School District	3305430	Northwood Elementary School	330543000348	X	
Nottingham School District	3305460	Nottingham Elementary School	330546000349	X	
Pelham School District	3305550	Pelham Elementary School	330555000600	X	
Pittsburg School District	3305700	Pittsburg Elementary School	330570000363	X	X
Pittsfield School District	3305730	Pittsfield Elementary School	330573000509	X	
Portsmouth School District	3305820	New Franklin School	330582000377	X	
Portsmouth School District	3305820	Mary C. Dondero Elementary School	330582000373	X	
Prospect Mountain JMA	3300049	Prospect Mountain High School	330004900619	X	
Raymond School District	3305880	Iber Holmes Gove Middle School	330588000521	X	
Raymond School District	3305880	Lamprey River Elementary	330588000384	X	
Raymond School District	3305880	Raymond High School	330588000385	X	
Rochester School District	3305940	Chamberlain Street School	330594000388	X	
Rochester School District	3305940	East Rochester School	330594000392	X	
Rochester School District	3305940	Mcclelland School	330594000391	X	
Rochester School District	3305940	School Street School	330594000393	X	
Rochester School District	3305940	William E. Allen School	330594000386	X	
Rochester School District	3305940	Rochester Middle School	330594000395	X	X
Rollinsford School District	3305970	Rollinsford Grade School	330597000396	X	
Salem School District	3306060	Mary A. Fisk Elementary School	330606000404	X	
Sanborn Regional School District	3306080	Daniel J Bakie School	330608000478	X	

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Sanborn Regional School District	3306080	Memorial School	330608000477	X	
Seabrook School District	3306150	Seabrook Elementary	330615000410	X	
Seabrook School District	3306150	Seabrook Middle School	330615000601	X	X
Shaker Regional School District	3306180	Belmont Middle School	330618000413	X	
Somersworth School District	3306240	Hilltop School	330624000419	X	
Somersworth School District	3306240	Maple Wood Elementary School	330624000483	X	
Somersworth School District	3306240	Somersworth Middle School	330624000420	X	
Stewartstown School District	3306360	Stewartstown Community School	330636000579	X	X
Stratford School District	3306450	Stratford Public School (Elem)	330645000428	X	X
Timberlane Regional School District	3306720	Pollard Elementary School	330672000436	X	
Unity School District	3306750	Unity Elementary School	330675000441	X	
Wakefield School District	3306780	Paul Elementary School	330678000442	X	
Weare School District	3306930	Center Woods School	330693000025	X	
Weare School District	3306930	Weare Middle School	330693000023	X	
Westmoreland School District	3307020	Westmoreland School	330702000450	X	
White Mountains Regional School District	3307050	Lancaster Elementary School	330705000453	X	
White Mountains Regional School District	3307050	Whitefield Elementary School	330705000004	X	
White Mountains Regional School District	3307050	White Mountains Regional High School	330705000454	X	
Wilton-Lyndeborough Cooperative	3307115	Florence Rideout Elementary	330711000456	X	
Wilton-Lyndeborough Cooperative	3307115	Wilton-Lyndeborough Middle School	330711500110	X	X
Winnisquam Regional School District	3307300	Southwick School	330730000204	X	
Winnisquam Regional School District	3307300	Winnisquam Regional Middle School	330730000466	X	
Winchester School District	3307140	Winchester Elementary School	330714000459	X	

SEA Appendix B: New Hampshire's Persistently Lowest-Achieving Schools Definition

The following provides details as to the information and process used by New Hampshire to identify the persistently lowest-achieving schools.

Definitions from New Hampshire's Rules for Public School Approval (NH RSA 189:25):

- A public school containing any of the grades kindergarten through 8 is classified as an elementary school.
- A public elementary school containing any combination of grades 4-8 may be classified as a public middle school, subject to meeting the rules applicable to all middle schools. (NH RSA 189:25)
- A public school or public academy containing any of the grades 9 through 12 is classified as a secondary, or high school, subject to meeting the rules applicable to all high schools.

Using the above referenced state definitions and in accordance with guidance provided within the Frequently Asked Questions Concerning Phase II of the State Fiscal Stabilization Fund document, items B-V-4 through B-V-18, New Hampshire developed the following:

New Hampshire's "persistently lowest-achieving schools" are:

(a) Any Title I school in improvement, corrective action, or restructuring that —

(i) Is among the lowest-achieving five percent of Title I Schools in Need Improvement, Corrective Action, or Restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years;

and

(b) Any secondary school that is eligible for, but does not receive, Title I funds that —

(i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

IDENTIFICATION PROCESS

Review of student achievement results. All available student achievement data for the “all students” group from New Hampshire’s approved state assessment, the New England Common Assessment Program (NECAP), was reviewed for each school on the above-referenced lists. Four years of NECAP data (2006-2009) was reviewed for elementary and middle schools, and three years of NECAP data (2007-2009) was reviewed for high schools. As the data available increases in future years, four years of data across all school attendance areas will be used. As the raw student achievement data for the state’s reading and mathematics assessments converts to a 100-point index score system, the index scores in each content area for the “all students” group were added together for each school in order to produce an annual combined score. The index system is consistent with items B-V-8 and B-V-16 through B-V-18 of the Frequently Asked Questions Concerning Phase II of the State Fiscal Stabilization Fund document. The annual combined scores were then totaled (four years for elementary or middle schools and three years for high schools) to produce a cumulative achievement score for each school. New Hampshire chose not to weight data used in identifying the persistently lowest-achieving schools.

Selection of schools. For each list, schools were rank-ordered from lowest to highest on the basis of the cumulative achievement score. Schools at the top of each rank-ordered list were determined to be the state’s persistently lowest-achieving. Seven elementary and/or middle schools (5% of 146 from the Title I Schools in Need of Improvement, Corrective Action, or Restructuring list, and five high schools from the Title I Eligible list were selected (as of December 2010).

Based on the most recent four years of data, no high school in New Hampshire (as of December 2010) met the selection criteria for low graduation rate (graduation rate less than 60 percent over a number of years).

SEA Appendix C: Needs Assessment Rubric

Student Achievement	Yes—LEA provided sufficient evidence of assessment and analysis	No—LEA did not provide sufficient evidence of assessment and analysis
<ul style="list-style-type: none"> • AYP data analysis (including subgroup trends) • Interim assessments to inform instruction • Data analysis meetings to examine student progress, analyze assessments, plan responses to students’ challenges, and set goals for measurable improvements • School-wide measurable achievement goals which are shared by students, teachers, and administrators 		
Instruction		
<ul style="list-style-type: none"> • Common routines and procedures to maximize instructional time and time on task • Use of timely, actionable student data to inform instruction • Common model and language of instruction • Daily and consistent use of measurable objectives to drive instruction • Cycles of explicit instruction including checking for understanding of 100% of students • Rigorous questioning and assignments • Gradual release of responsibility with scaffolding to ensure student mastery of new learning • Protocol for consistently monitoring and giving teachers feedback on instruction • Common planning times with clear goals and outcomes • Strategic use of technology and other resources to enhance and differentiate instruction 		
Curriculum		
<ul style="list-style-type: none"> • Aligned with GLE’s/GSE’s • Mapped by grade level • Assessed with common assessments which are analyzed in departments or grade-level teams to inform instruction 		
Professional Development		
<ul style="list-style-type: none"> • District master PD plan and school-level PD plans with measurable objectives tied to student achievement and the implementation of research-proven strategies • Cycle of PD which includes instruction, modeling and structured practice within the classroom, and consistent feedback 		
Governance Structure		
<ul style="list-style-type: none"> • Governance/leadership which engages all stakeholders and facilitates effective decision-making • History of consistent, achievement-driven leadership • District policy/practices which may enable reform process • School policy/practices which may enable reform process 		
School Climate and Culture		
<ul style="list-style-type: none"> • School-wide routines and procedures to maintain safety and prioritize learning • Focus on achievement, high expectations, and academic success 		

<ul style="list-style-type: none"> • Student engagement in classroom and school community • Behavioral program and evidence of effectiveness • Parent engagement and support • Community involvement, support, and resources 		
Process		
<ul style="list-style-type: none"> • Appropriate structure/tool • Realistic timeline • Thorough data collection • Thoughtful analysis 		
Stakeholder Involvement		
<ul style="list-style-type: none"> • Parents/community • Teachers/staff • School administration • District administrators/Superintendent • Local school board 		
Outcomes		
<ul style="list-style-type: none"> • Recognized areas of weakness • Recognized areas of strength (with potential use to leverage improvement efforts) • Focus on high-leverage, research-based strategies for reform 		

SEA Appendix D: LEA Capacity Rubric

Criteria	Poor	Satisfactory	Strong	LEA Self Assessment
LEA governance and decision making methods	LEA governance is structured in a method that allows for no district or school level decision making authority in regards to reform initiatives, with decision power held by the local school board	LEA governance is structured in a method that allows for district level decision making authority in regards to reform initiatives	LEA governance is structured in a method that allows for district and school level decision making authority in regards to reform initiatives, allowing for operational flexibility at the school level	<input type="checkbox"/> Poor <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Strong
Title I audit reports	Findings in areas requiring a repayment of funds	Findings in areas noted- repayment of funds not required	No findings in the fiscal area	<input type="checkbox"/> Poor <input type="checkbox"/> Satisfactory <input type="checkbox"/> Strong <input checked="" type="checkbox"/> Not available at this time
Approval of the district in need of improvement and/or school in need of improvement plans	Not approved by the SEA	Approved by the SEA with revisions	Approved by the SEA without revisions	<input type="checkbox"/> Poor <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Strong
Development of schools as professional learning communities	The school has not yet begun to address the practice of a professional learning community or an effort has been made to address the practice of professional learning communities, but has not yet begun to impact a critical mass of staff members.	A critical mass of staff has begun to engage in professional learning community practice. Members are being asked to modify their thinking as well as their traditional practice. Structural changes are being met to support the transition.	The practice of professional learning communities is deeply embedded in the culture of the school. It is a driving force in the daily work of the staff. It is deeply internalized and staff would resist attempts to abandon the practice.	<input checked="" type="checkbox"/> Poor <input type="checkbox"/> Satisfactory <input type="checkbox"/> Strong
Identification of district leadership team and assignment of responsibilities	No district leadership team nor identified person assigned for monitoring implementation	Lacks specific identification of personnel for the district leadership team and for monitoring implementation.	A specific district leadership team is identified and one or more persons are assigned for monitoring implementation.	<input type="checkbox"/> Poor <input checked="" type="checkbox"/> Satisfactory Leadership team is established <input type="checkbox"/> Strong
School Leadership Team	School leadership team members are identified on the district and school level, but little evidence is produced to	School leadership team members are identified on the district and school level and evidence is produced to document	School leadership team members are identified on the district and school level and include a	<input type="checkbox"/> Poor <input checked="" type="checkbox"/> Satisfactory On going <input type="checkbox"/> Strong

	document whether the requirements of NCLB Sections 1116 and 1117 have been met.	whether the requirements of NCLB Sections 1116 and 1117 have been met.	wide range of stakeholders Evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been exceeded.	
This LEA self-assessment will be reviewed in the application review process as a means of understanding the current state of capacity in the LEA. Needs in this area may be identified which may lead to a focus on development of this area in the application. If there are areas of concern, conversations will be held with the LEA to reach a conclusion regarding LEA capacity.				

SEA Appendix E: Intervention and Budget Alignment Rubric

Use the following rubric to check for alignment between the LEA’s Action Plan (with specific activities/interventions outlined), the Budget Narratives, and the chosen implementation model. This rubric is to be used to gather comments to share regarding concerns in the outlined areas and to inform the scoring for B2 of the Scoring Rubric		
Criteria	Yes	No (reviewer comments)
1. A budget included for each Tier I and Tier II school		
2. The budget includes attention to each element of the selected intervention (check for alignment to each element and note any areas not addressed)		
3. The budget for each school is sufficient and appropriate to support full and effective implementation of the selected intervention over a period of three years		
4. Projected budgets are reasonable, allowable and necessary for model implementation		
5. The pre-implementation expenses and details are included in the first year budget and are approvable according to the SIG guidance.		
6. The budget is planned at a minimum of \$50,000 and does not exceed \$2,000,000 per year, per school		
7. The LEA has the financial resources to serve the number of Tier I, II and III		

schools that are indicated		
8. A clear alignment exists between the goals and interventions selected and funding request		

SEA Appendix F: Commitment to Assurances Rubric

This rubric is used to assess if the LEA and individual schools have included evidence of the elements referenced below as currently in place within their LEA/school or have presented a sufficient plan to address them within the grant. NH DOE has hired a consultant to provide technical assistance to the SIG sites on at least a monthly basis. The consultant will use the federal SIG monitoring template to guide discussions and the collection of evidence. The annual monitoring cycle will include but not be limited to at least one onsite review each year. During these onsite visits the SEA will be examining the baseline data collected by the LEAs on the form found in *SEA Appendix G (LEA) Appendix C*.

Design and Implement interventions consistent with the final requirements			
Lacks sufficient information	Marginal-Requires revision/clarification	Good-Accepted as presented	Reviewer comments
The design and implementation plan of interventions is not provided and therefore does not show alignment to the final requirements	A design and implementation plan of interventions is presented, but does not address all of the components mandated within the final requirements	A design and implementation plan of interventions is presented that addresses all elements mandated through the final requirements.	
The LEA has or will recruit, screen, and support appropriate external providers.			
Lacks sufficient information	Marginal-Requires revision/clarification	Good-Accepted as presented	Reviewer comments
-- <i>No plan</i> exists to identify external providers. --Available providers have <i>not been investigated</i> as to the successfulness of their school/LEA reform. (evidence would include documentation of increased student achievement, research-based interventions, resumes, performance evaluation results, history of organization, etc.) --Parents and community are not involved in the selection process	--A plan exists but is not in-depth to identify external providers willing to serve in the LEA's part of the state --Available providers have not been or limitedly investigated as to the successfulness of their school/LEA reform (evidence would include documentation of increased student achievement, research-based interventions, resumes, performance evaluation results, history of organization, etc.) --Parents and community have limited involvement in the selection process --The roles and responsibilities of the LEA and the external provider are not clearly	--A timely plan exists to identify external providers willing to serve in the LEA's part of the state --Available providers have been thoroughly investigated as to the successfulness of their school/LEA reform evidence would include documentation of increased student achievement, research-based interventions, resumes, performance evaluation results, history of organization, etc.) --Evidence on the chosen external provider shows potential to successfully facilitate school reform.	

<p>--The roles and responsibilities of the LEA and the external provider are not defined</p> <p>--The LEA does not indicate that it will hold the external provider accountable to high performance standards</p>	<p>defined</p> <p>--The LEA indicates that it will hold the external provider accountable to performance standards</p>	<p>--Parents and community are fully involved in the selection process</p> <p>--The roles and responsibilities of the LEA and the external provider are clearly defined</p> <p>--The LEA indicates that it will hold the external provider accountable to high performance standards</p>	
The LEA has or will align other resources with the interventions.			
Lacks sufficient information	Marginal-Requires revision/clarification	Good-Accepted as presented	Reviewer comments
<p>--Inappropriate or a few financial and non-financial resources have been identified.</p> <p>--Ways in which to align the interventions with resources have not been provided or do not correspond to the selected intervention model.</p>	<p>--Limited financial and non-financial resources have been identified.</p> <p>--For some of the resources identified, general ways to align to the intervention model have been provided.</p>	<p>--Multiple financial and non-financial resources have been identified.</p> <p>--For each resource identified, specific ways to align to the intervention model has been provided.</p>	
The LEA has or will modify its practices and policies to enable the full and effective implementation of the intervention.			
Lacks sufficient information	Marginal-Requires revision/clarification	Good-Accepted as presented	Reviewer comments
<p>--Sources of Evidence, e.g., district policy statements, board minutes, contractual agreements</p> <p>--Evaluation does not differentiate performance across categories.</p> <p>--The principal and teacher evaluation process includes one or no observations, based on school/student performance.</p> <p>--Dismissal policy is never utilized for ineffective teachers and principals.</p> <p>--Very little or no flexibility for hiring, retaining, transferring and replacing staff to facilitate the model.</p> <p>--Very limited or no additional instructional time added.</p>	<p>--Sources of Evidence, e.g., district policy statements, board minutes, contractual agreements</p> <p>--Evaluation indicates some differentiation of performance across a few categories.</p> <p>--The principal and teacher evaluation processes does not include an annual observation and is based on school and/or student performance for less than 51%.</p> <p>--Dismissal policy for ineffective teachers and principals is not provided, is unclear or is effective</p> <p>--Limited flexibility has been provided by the LEA to the school for hiring, retaining, transferring and replacing staff to facilitate the model.</p> <p>--Some instructional time is added (if model requires).</p>	<p>--Sources of Evidence, e.g., district policy statements, board minutes, contractual agreements</p> <p>--Evaluation clearly differentiates performance by 4 rating categories (i.e., highly effective, effective, improvement necessary, ineffective).</p> <p>--Teacher and principal evaluations process includes at least annual observations for teachers and leaders and is at least 51% based on school and/or student performance.</p> <p>--A clear and effective dismissal pathway for ineffective teachers and principals is presented.</p> <p>--Flexibility has been provided to the school from the LEA for hiring, retaining, transferring and replacing staff to facilitate the selected model.</p> <p>--Appropriate additional instructional time is added (if model requires)</p>	
The LEA will provide evidence for sustaining the reform after the funding period ends.			
Lacks sufficient information	Marginal-Requires revision/clarification	Good-Accepted as presented	Reviewer comments
<p>--No measurement of effectiveness of model's implementation provided.</p> <p>--No plan to adopt implementation of model</p> <p>--Provides no or limited description of availability of</p>	<p>--Some measurement of effectiveness of model's implementation provided.</p> <p>--Describes somewhat or not in detail how will adapt implementation to increase fidelity.</p> <p>--Provides limited description of availability of funding, staff, and other</p>	<p>--Continuous measurement of effectiveness of model's implementation will be conducted.</p> <p>--Describes how will routinely adapt implementation to increase fidelity.</p> <p>--Provides detailed description of availability of funding, staff, and other</p>	

funding, staff, and other resources to continue the intervention.	resources to continue the intervention after funding ends or the rationale for no or limited funding is illogical.	resources to continue the intervention s.	
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SEA Appendix G: Baseline School Data Profile

School Name: Alstead Primary School			
	2008-2009	2009-2010	2010-2011
Number of minutes within the school year that all students were required to be at school and any additional learning time (e.g. before or after school, weekend school, summer school) for which all students had the opportunity to participate.	5,400 minutes	5,400	5,400
Does the school provide any of the following in order to offer increased learning time: <ul style="list-style-type: none"> longer school day before or after school summer school weekend school Other 	Title I Summer School and Special Education Required services are only available to some of the students	Title I Summer School and Special Education Required services are only available to some of the students	Title I Summer School and Special Education Required services are only available to some of the students
The number of school days during the school year (plus summer, if applicable, if part of implementing the restart, transformation or turnaround model) students attended school divided by the maximum number of days students could have attended school during the regular school year;	180	180	180
Student dropout rate	94.0	95.3	95.6
Student attendance rate	94.0	95.3	95.6
The number of students who completed advanced coursework (such as Advanced Placement International Baccalaureate classes, or advanced mathematics);	n/a	n/a	n/a
The number of high school students who complete at least one class in a postsecondary institution;	n/a	n/a	n/a
The number of students who complete advance coursework AND complete at least one class in a postsecondary institution;	n/a	n/a	n/a
Number of discipline incidents	5	7	15
Number of truant students	0	0	0
The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days;	11	11	10
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;	100%	98%	100%

Distribution of teachers by performance level on an LEA's teacher evaluation system	n/a	n/a	n/a
Teacher attendance rate	93	92	94.9

New Hampshire Department of Education



STATE OF NEW HAMPSHIRE
**American Recovery
and Reinvestment Act**



School Improvement Grant Local Education Agency 2011 Application

Title I, Part A Section 1003(g) of the
Elementary and Secondary Education Act

Intent to Apply Due: April 1, 2011
Full Application Due: May 12, 2011

*New Hampshire Department of Education
101 Pleasant Street
Concord, New Hampshire, 03301
Attn: Kristine Braman*

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Purpose of the School Improvement Grant

School Improvement Grants, authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants, through State educational agencies (SEAs), to local educational agencies (LEAs) for use in Title I schools identified for improvement, corrective action, or restructuring that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010, school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are a State's persistently lowest-achieving Title I schools in improvement, corrective action, or restructuring and, if a State so chooses, certain Title I eligible elementary schools that are as low achieving as the State's other Tier I schools. Tier II schools are a State's persistently-lowest achieving secondary schools that are eligible for, but do not receive, Title I, Part A funds and, if a State so chooses, certain additional Title I eligible secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years. An LEA may also use school improvement funds in Title I schools in improvement, corrective action, or restructuring that are not identified as persistently lowest-achieving schools and, if a State so chooses, certain additional Title I eligible schools ("Tier III schools"). In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

State and LEA Allocations

The NH DOE has applied and been approved to receive a Title I 1003(g) School Improvement Grant (SIG). The NH DOE must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements. The NH DOE may retain an amount not to exceed five percent for State administration, evaluation, and technical assistance.

School Improvement Grant Guidance

In order to receive a SIG each participating LEA must:

- receive Title I, Part A funds and has one or more schools that qualify under the NH DOE's definition of a Tier I, Tier II, or Tier III school;
- serve each Tier I school unless the LEA demonstrates that it lacks sufficient capacity (which may be due, in part, to serving Tier II schools) to undertake one of these rigorous interventions in each Tier I school, in which case the LEA must indicate the Tier I schools

that it can effectively serve. An LEA may not serve with school improvement funds awarded under section 1003(g) of the ESEA a Tier I or Tier II school in which it does not implement one of the four interventions identified in section I.A.2 of these requirements.

- budget for each Tier I and Tier II school it commits to serve must be of sufficient size and scope to ensure that the LEA can implement one of the rigorous interventions identified in section I.A.2 of these requirements. The LEA's budget must cover the period of availability of the school improvement funds, taking into account any waivers extending the period of availability received by the SEA or LEA;
- commit to serve one or more Tier I, Tier II, or Tier III schools that do not receive Title I, Part A funds must ensure that each such school it serves receives all of the State and local funds it would have received in the absence of the school improvement funds;
- be an LEA in which one or more Tier I schools are located and that does not apply to serve at least one of these schools may not apply for a grant to serve only Tier III schools.
- meet the requirements with respect to adequate yearly progress in section 1111(b)(2) of the ESEA; and
- if implementing a restart model, must hold the charter school operator, CMO, or EMO accountable for meeting the final requirements.

Additional grant requirements and guidance can be found at the following US ED website links:

School Improvement Fund Overview: <http://www2.ed.gov/programs/sif/index.html>

Final Requirements/Guidance and Addendums: <http://www2.ed.gov/programs/sif/faq.html>

US ED School Improvement Grant PowerPoint:
<http://www2.ed.gov/programs/sif/applicant.html#ppts>

School Improvement Grant LEA Application Process

The NH DOE has developed an LEA application form that will be used to make subgrants of Title I 1003(g) SIG funds to eligible LEAs. The NH SIG LEA application review and approval process will include the following three steps:

Stage 1: Initial Review:

The first stage of the review process involves an initial review team. This team is comprised of NH DOE staff, external reviewers and educational consultants knowledgeable about school improvement/reform. All participants sign assurances regarding any conflicts of interest. Reviewers are given the applications to read individually, using the Application Scoring Rubric (*LEA Appendix G*) to determine both compliance with the Title I 1003(g) SIG guidance and whether or not the application shows sufficient promise of success. The reviewers then meet as a group and discuss each item of the Scoring Rubric, sharing their notes and providing final points for each section.

The points on the scoring rubric are used to distinguish between areas that are satisfactory and areas that need further development in the next stage of the review process. There is no set cut-off score established, due to the fact that all components of the application must reflect that the LEA meets the standards or has presented an appropriate plan to meet the standards during the period of the grant. For instance, an LEA may receive a high overall score, but low points in capacity. Since capacity is an issue, the reviewers will recommend that the area of capacity be addressed in the next stage of review and not automatically promote the applicant based on the overall high score or disqualify them due to the initial view of capacity being rated as low. The applications will be scored at the LEA level, but each school within the application will be viewed individually as well to ensure that all schools meet the requirements.

The notes from each reviewer and the reviewer group discussion are then compiled and shared with the second level reviewers and LEA during the second stage of the review.

Stage 2: Application Clarification Meetings:

The second stage of the review process involves meetings with each applicant. These meetings are comprised of LEA SIG team members and NH DOE staff. At this meeting the initial reviewers notes are shared with the group and the grant components are discussed. During this meeting any issues of concern and possible resolutions are discussed. The selected reform model outline is referenced during the meeting to ensure that all required components are addressed in the LEA plan. The budget is then reviewed and discussed as well, noting any possible changes due to the discussion. If, for any reason, an individual school is determined as not having the ability to implement the SIG, a discussion will be held as to the inclusion or elimination of this school in the LEA's application.

After the stage two meeting, the NH DOE sends to the LEA a list of decision points generated during the meeting that would reflect needed changes to the application and any remaining areas of concern, if any. Based on this feedback, the LEA must revise their application and resubmit as a final version to the NH DOE.

The goal of this stage in the review is to work with applicants to strengthen their plans and determine if the areas of concern that can be improved to a satisfactory level.

Stage 3: Awarding of Grants:

The third stage of review includes a review of the final application submitted by each LEA. If there is any need for further clarification or modifications to an application during this stage, the reviewers will contact the LEAs. All applications considered for funding must demonstrate consistent strength throughout their entire application. The final review team will rank order the qualifying schools based on the final score on the District Scoring rubric and then recommend to the NH Commissioner of Education

which LEAs can be funded based on their reviews. If the requests for funding exceed the funds available, priority in awarding of funds will be given to Tier I and II schools based on the score on the District Scoring Rubric, as noted in the final regulations for the grant by the US Department of Education.

LEA Application and Grant Approval Timeline:

April 1 DOE	LEA intent to apply and planning grant request due to the NH
April 8	NH DOE review and approval of LEA planning grants
May 12	Complete LEA application due to the NH DOE
May 16-June 10 by June 15	Three step application review LEA grants awarded by the NH DOE

Application Submission Information

Paperwork Required:

LEAs submitting with Tier I and Tier II schools-

- Submit an intent to apply (page LEA-11), a planning grant template (page LEA-12) and the required budget information in the Online Grant Management System
April 1.
- Submit a complete application electronically to kbraman@ed.state.nh.us and one hard copy to the NH DOE office (address below)

LEAs submitting with Tier III school only-

- Submit an intent to apply (page LEA-11) by April 1.
- Submit a complete application electronically to kbraman@ed.state.nh.us and one hard copy to the NH DOE office (address below)

Format:

- Use the forms provided in this document to provide requested information.
- Type all information requested (except for signatures), using a font size no smaller than size 10 font.
- Number all pages
- Spell out the name of a selected program or strategy once before using abbreviations or acronyms, to assist reviewers in understanding the plan.

Due Dates:

- Intent to apply/planning grant applications must be received at the NH DOE by 4:00 pm no later than April 1, 2011.
- Complete grant applications must be received at the NH DOE by 4:00 pm no later than May 12, 2011.

Intent to apply/planning grant and complete applications must be mailed or delivered to:

New Hampshire Department of Education

Attn: Kristine Braman

101 Pleasant Street

Concord, NH 03301

Additionally, electronic copies should be sent to: kbraman@ed.state.nh.us

Eligible LEAs/Schools

The US ED guidance required NH DOE to identify the NH “persistently lowest-achieving schools”, based on results over time on each school’s assessment results in Reading and Math combined for the “All Students” group. In accordance with the US ED SIG guidance, each NH school’s annual Reading and Math index score for the “All Students” group was combined, with a cumulative score produced for each year of available data (assessment years 2006-2009 for elementary /middle schools, assessment years 2007-2009 for high schools). See *LEA Appendix A* for an overview of the school selection process.

Eligibility for the Title I 1003(g) School Improvement Grants does not impact or eliminate eligibility for Title I 1003(a) School Improvement Grants (if available-based on funding). The grants described within this document are additional grants awarded through a competitive process. If an LEA chooses not to participate in this Title I 1003(g) School Improvement Grants, the decision will not impact their eligibility for regular Title I, Part A funding.

Required Intervention Models for Tier I and Tier II Schools

Tier I and Tier II schools **must** implement one of the following four models outlined by the US ED:

1) Turnaround Model

A turnaround model is one in which an LEA must:

- Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
 - Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students
- Screen all existing staff and rehire no more than 50 percent and select new staff
- Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
- Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or NH DOE, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or NH DOE to obtain added flexibility in exchange for greater accountability;
- Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
- Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- Establish schedules and implement strategies that provide increased learning time (as defined in the US ED SIG guidance);
- Provide appropriate social-emotional and community-oriented services and supports for students.

A turnaround model may also implement other strategies such as:

- Any of the required and permissible activities under the transformation model or a new school model (e.g., themed, dual language academy).

2) Restart Model

A restart model is one in which an LEA must:

- Convert a school or close and reopen a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain

functions and resources among schools. An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.)

- Enroll, within the grades it serves, any former student who wishes to attend the school.

3) School Closure Model

School closure model is one in which the LEA must:

- Close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

4) Transformation Model

A transformation model is inclusive of the following four sections which the LEA must address:

i) Develop and increase teacher and school leader effectiveness section:

- Replace the principal who led the school prior to commencement of the transformation model;
- Use a rigorous, transparent, and equitable evaluation systems for teachers and principals that:
 - Takes into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and
 - Are designed and developed with teacher and principal involvement;
- Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
- Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.
- An LEA may also implement other strategies to develop teachers’ and school leaders’ effectiveness, such as:
 - Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
 - Instituting a system for measuring changes in instructional practices resulting from professional development; or

- Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority.

ii) *Comprehensive instructional reform strategies* section:

- Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
- Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
- An LEA may also implement comprehensive instructional reform strategies, such as:
 - Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
 - Implementing a schoolwide “response-to-intervention” model;
 - Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
 - Using and integrating technology-based supports and interventions as part of the instructional program; and

In secondary schools—

- Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
- Improving student transition from middle to high school through summer transition programs or freshman academies;
- Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
- Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

iii) *Increasing learning time and creating community-oriented schools* section:

- Establish schedules and strategies that provide increased learning time (as defined in the US ED SIG guidance); and
- Provide ongoing mechanisms for family and community engagement.
- An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as:

- Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students’ social, emotional, and health needs;
 - Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;
 - Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
 - Expanding the school program to offer full-day kindergarten or pre-kindergarten.
- iv) *Providing operational flexibility and sustained support* section:
- Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
 - Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
 - An LEA may also implement other strategies for providing operational flexibility and intensive support, such as:
 - Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
 - Implementing a per-pupil school-based budget formula that is weighted based on student needs.

Questions

Questions may be directed to:

Kathryn “Joey” Nichol at knichol@ed.state.nh.us or 603-271-6087

Deborah Connell at dconnell@ed.state.nh.us or 603-271-3769

Title I 1003(g) School Improvement Grant 2011 Intent to Apply & Planning Grant Application

LEA/District: Fall Mountain Regional School District

SAU#: 60

Superintendent Name: Debra Livingston, Ed.D.

This document is an official notification that the above LEA/district intends to apply for a Title I 1003(g) School Improvement Grant.

Superintendent's Signature: _____ Date: _____

In the grid below list the schools your LEA is committing to serve with a School Improvement Grant.

ELIGIBLE SCHOOL NAME	TIER I	TIER II	TIER III	Planning to Apply
Alstead Primary School	x			

District Mailing Address:

Fall Mountain Regional School District

P.O. Box 600

Charlestown, NH 03603

Phone: 826-7756

Fax: 826-4430

E-Mail: DLivingston@sau60.org

Name Title I 1003(g) School Improvement Grant Coordinator (if different from above): Lori Landry

Mailing Address (if different from above):

Work Phone: 826-7756 ext
130

Fax: 826-4430

E-Mail: LLandry@sau60.org

LEA Improvement Planning Committee Members

Name	Group representing (School staff, district staff, parents, or outside expert/facilitator)
MaryClare Heffernan	Outside Facilitator
Dr. Livingston	Superintendent
Lori Landry	Assistant Superintendent
Gail Rowe	Principal
Jim Elsesser	School Board
Lisa Hannon	School Staff
Katie Harmon	Teacher Staff
Candy Burns	Teacher Staff
Kathy Temple	Teacher Staff
Laurie Abbott	Guidance Staff
Gail Eydent	Title I staff
Christina Dragoon	Special Education Staff
Linda Cammarota	Reading Specialist
Barbara Massicotte	Title I
Lorraine Chaffee	Teacher Staff
Dori Fereira	Teacher Staff
Amy Shattuck	Parent

**Title I 1003(g) School Improvement Grant 2011
Planning Grant Template**

Planning grants of \$3,000 funded by Title I 1003(a) are available for any LEA that has at least one Tier I or Tier II eligible school and plans to submit a complete Title I 1003(g) School Improvement Grant application. These budget items must also be entered into the NH Online Grant Management System.

Activity	Person Responsible	Benchmark/Evidence of Accomplishment	Start Date	Completion Date	Expenditures or Required Resources
<p>The Planning Team will lead the way by developing a Needs Assessment and a Plan of Action to assist with the application process.</p> <p>The Needs Assessment will be facilitated by an outside consultant.</p> <p>(10hours @ \$114/hr = \$1,140.00 Full day meeting 7 hrs/\$114 = \$798 travel -4 hrs/\$57/hr = \$228</p> <p align="center">Total</p> <p>17hrs cons. (\$114xhr/684perday) = \$1938</p> <p>4hr travel (\$57/hrx4hrs) = \$228</p> <p align="center">Total = \$2,166</p>	<p>Maryclare Heffernan – Sersec</p> <p>Gail Rowe – Principal</p> <p>Lori Landry – Assistant Superintendent</p>	<p>The Planning Team will lead the way by developing a Needs Assessment and a Plan with develop a Plan of Action to assist with the application process</p>	<p>May 2, 2011</p>	<p>May 2, 2011</p>	<p>\$2,166</p>

<p>Identify Leadership Team Key areas of Needs have been identified The Leadership Team will meet for to address scheduling concerns specials RTI and develop ideas for the next steps in a Strategic Plan (7 teachers x \$67.50 per half day = \$472.50 Benefits = \$ 78 total = \$550.50 Misc supplies and food for meetings = \$283.50</p>	<p>MaryClare Heffernan – Sersec Gail Rowe – Principal Lori Landry – Assistant Superintendent</p>	<p>The Planning Team will lead the way by developing a Needs Assessment and a Plan of Action to assist with the application process. To identified members of a Leadership Team The Leadership Team will meet to address system concerns</p>			<p>\$472.50 Stipends \$78,00 Benefits \$283.50 Misc</p>

Alstead Primary School

- Alstead Primary School Tier I
 - Enrollment of 108 student in grades K to 4
 - Sini in the area of Reading and Math – Year 1

The staff at Alstead Primary School (APS) seeks to establish a Transformation Model. During the 2009-2010 school year, a new building principal was hired as a school leader to institute change. It can be noted that within this time Alstead Primary School made AYP in both Reading and Math. Relationships among staff, parents, and the community have improved with increased parent participation in the school site-based committee, school functions and the Parent Teacher Organization. The principal has been able to bridge the gap between the three towns in the Alstead Attendance Area in order to support the schools and to build school pride in those communities. As a transformational leader, the principal has ensured the continuity of rigorous instruction across the Alstead Attendance Area schools, in addition, to improve the use of data from multiple sources to make and improve instructional strategies. The principal has started to act as a mentor for teachers in order to align their teaching practices with state curriculum standards both vertically and horizontally, in core academic areas. Alstead Primary School has demonstrated significant growth in one year as measured by the Index scores. APS gained 11.7 points.

Name of School	2007	2008	2009	2010
Alstead Primary School	143.7	150.7	150.0	161.7

The Transformation Model will be based on the four essential elements that are research based, and will provide a clear understanding of instructional accountability to improve academic achievement. APS will focus on Teacher and Leader Effectiveness, Instruction Effectiveness, the use of assessment and data to drive instruction, increased learning time and community support of school-wide initiatives and programs, and most importantly, effective governance and the operational accountability to sustain support of the model.

1. Teacher and Leader Effectiveness
 - a. Assistant Principal
 - b. Establishment of Data Teams

- c. Establish a Coaching Model for reading and math supported by consultants
 - d. Continue to focus on appropriate professional development
 - e. Review and investigate the current teacher evaluation system
2. Instruction Effectiveness using assessment and data to drive instruction
 - a. Provide progress-monitoring of students by using data and differentiating instruction for the child – supported by consultants and the principal
 - b. Develop an Individual Learning Plan for every student and with quarterly progress updates
 - c. Implement a Response to Intervention Model
 3. Increase learning time and community support of school wide initiatives and programs
 - a. Provide Early Intervening Programs – start a Pre kindergarten Program
 - b. Provide increased instructional time in core academic areas
 - c. Build community relationships and academic support
 4. Effective governance and the operational accountability to sustain support of the model
 - a. Provide intensive administrative and professional development support from the district
 - b. Institute flexibility with scheduling and programs – Pre kindergarten Program and extending learning opportunities
 - c. Provide administrative support for the new Assistant Principal

The teacher and leader effectiveness component is an essential element of APS model for school improvement. The Principal of the Alstead Attendance Area will continue to provide administrative leadership to APS, as well as to the other Attendance Area schools. A new Transformational Assistant Principal will be hired to ensure continuity and commitment to the School Improvement Model. The Assistant Principal will be full time at APS, with the administrative responsibility of monitoring the Improvement Model. The Assistant Principal will also be responsible for ensuring curriculum alignment, assessment and instruction, as well as providing leadership Data Teams, instructional coaching with teachers in the area of math and reading, and most importantly, will utilize formative and summative assessment to reflect best instructional practices.

A key component of APS Transformation Model will be based on student-centered technology-based instructional practices school wide. It is our vision that technology will be a focal point for teachers, students and the community to move forward together to face the demands of a 21st Century education. We will work together to prepare our students to deal with the ever changing world and the endless possibilities of technology in education. We seek to have Smart Boards in all APS classrooms to improve student-learning outcomes. Teachers will be able to link their computers to a Smart Board making it an interactive device to deliver dynamic lessons. The versatility of a Smart Board can improve learning for all students, from pre kindergarteners to those who require specialized instruction. A Smart Board will encourage student participation and academic achievement. Teachers will realize that students participate more fully because of the interactive element; while parents will be able to share in the experience by viewing the same lesson later in the day. This will provide an opportunity for a rich family experience and increase community support for education.

This is an exciting time for the students and teachers at Alstead Primary School (APS). Our schools symbolize the hope of parents who are looking to prepare their sons and daughters for the new 21st Century world of high tech and global competition for jobs. We must educate our students for the future. The staff recognizes that students entering our kindergarten classes will graduate from college in 2031. Almost 20 years from now. Take a step back 20 years to 1990; remember bag telephones? Yahoo was not a concept not until 1994; Microsoft just introduced Windows 3.0 and Google did not exist until 1998. What will 20 years in the future look like when it comes to technological advancements? Alstead Primary School needs to prepare its students to deal with the new world and the endless possibilities of technology.

Alstead Primary School, using the Transformational Model, seeks to change the way we educate our students; and the way our students are taught. Our main initiative is to improve student learning by providing our students from the “ITech” generation a technology-based education; education that supports high quality learning experiences that go beyond the confines of a flat textbook. Alstead Primary School, utilizing the Transformation Model of school improvement seeks to integrate the 21st Century literacy skills into daily classroom practice, making an everyday lesson a digital learning experience.

Title I 1003(g) School Improvement Grant 2011

LEA Application

SAU#:60 District Name: Fall Mountain Regional School District

Superintendent: Debra Livingston, Ed.D.

Address: P.O. Box 600

City: Charlestown Zip:03603 Tel: 826-7756

E-mail: DLivingston@sau60.org Fax: 826-4430

Title I 1003(g) School Improvement Grant Coordinator (if different from Superintendent):

Name: Lori Landry

**Address: FMSD
P.O. Box 600**

City: Charlestown Zip:03603 Tel:826-7756 ext 130

E-mail:LLandry@sau60.org Fax:826-4430

LEA Improvement Planning Committee Members	
Name	Group representing (School staff, district staff, parents, or outside expert/facilitator)
MaryClare Heffernan	Outside Facilitator

Dr. Livingston	Superintendent
Lori Landry	Assistant Superintendent
Gail Rowe	Principal
Jim Elsesser	School Board
Lisa Hannon	Teacher Staff
Katie Harmon	Teacher Staff
Candy Burns	Teacher Staff
Kathy Temple	Teacher Staff
Laurie Abbott	Guidance Staff
Gail Eydent	Title I Staff
Christina Dragoon	Special Education Staff
Linda Cammarota	Reading Specialist
Barbara Massicotte	Title I Staff
Lorraine Chaffee	Teacher Staff
Dori Ferreira	Teacher Staff
Amy Schattuck	Parent

A. SCHOOLS TO BE SERVED:

Complete the grid below for each school your LEA is committing to serve with a School Improvement Grant and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Alstead Primary School	330299000113	x						<u>X</u>

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION/EVIDENCE OF COMMITMENT:

- 1) a. Describe the results of the needs assessment conducted for each Tier I and Tier II school the LEA proposes to serve, and the relationship of those results to the selection of the Intervention Model indicated above. Make sure to complete and submit the Baseline School Data Profile form in *LEA Appendix C*

NEEDS ASSESSMENT:

On May 2, 2011, a needs assessment was conducted with all the staff at Alstead Primary School. MaryClare Heffernan from Seresc facilitated the review. Student longitudinal outcome data was reviewed to determine the areas of the Achievement Gap and to establish goals for the SIG grant. The needs assessment examined critical components of current programs, related services, student achievement data using both NECAP and MAPS assessments, administrative support and school culture and community climate.

The teachers identified the Transformation Model as their comprehensive restructuring process. The school team seeks to implement rigorous staff improvement by developing a system of comprehensive instructional reform, increased learning time and community support of a school wide initiative.

Areas to be addressed by the Transformation Model:

1. Develop and increase teacher and school leader effectiveness
 - a. District governance - to include review of policies and programs for safety, instructional schedules, faculty performance evaluation, staff attendance and any additional policies could be revised and or proposed for successful implementation of the Transformation Model.
2. Comprehensive instructional reform strategies
 - a. Integrate technology into instructional strategies for improved student performances
3. Increasing learning time and creating community-oriented schools
 - a. The community will be part of the technology immersion
4. Providing operational flexibility and sustained support
 - a. The School Board and district administration will work to develop a strong positive working relationship and will recommitted to the district's vision of "Improving the Lives

of our Students” to successfully compete in the 21st Century global world.

Transformational Model	Identified Need	Improvement Goal	Strategies
<p>1. Develop and increase teacher and school leader effectiveness</p>	<p>The staff indicated there have been numerous changes in the leadership of the school.</p> <p>There has been a lack of a consistent and progressive improvement plan.</p> <p>The teacher evaluation progress needs to be reviewed and become an evaluation tool that will be transparent and equitable</p>	<p>To reorganize the leadership structure at Alstead Primary School</p> <p>To assign a building administrator to APS</p> <p>To train and develop teacher leaders and professional learning communities</p>	<p>Hire an assistant principal for Alstead Primary School</p> <p>Continue to provide on-going consistent administrator support throughout the attendance area by utilizing the role of the principal</p> <p>Flexibility to set daily schedules</p> <p>Establishment of extended learning times for core subject areas</p> <p>Establishment of a consistent professional development time</p> <p>Allow staff at APS to have operational flexibility to use consultants</p> <p>Use of Teacher Improvement Plans for time lines of improvement.</p>

		Charlotte Danielson’s Program of “Enhancing Professional Practices” for teacher evaluation process	<p>Building principal and teams have operational flexibility to use the consultants and the PD from the SIG funds to close gaps in student achievement</p> <p>Train staff to use data to make systemic decisions</p> <p>Develop an understanding of how data can drive instruction and become a data driven school</p> <p>Provide ongoing, high-quality, job-embedded professional development and implement a system for measuring the effectiveness of the professional development activities to ensure the one relevant and appropriate to addressing the goal of improved student achievement</p>
2. Comprehensive Instructional Reform Strategy	<p>Analysis of NECAP scores with curriculum standards</p> <p>APS is a school in Need of Improvement in Reading and Math – Year 1</p>	To develop a structured process of inquiry that will produce significant gains in student achievement, increased data use among	<p>Provide professional develop in data analysis</p> <p>Provide consultants to work with staff to develop data teams that make information understandable</p>

	<p>IEP students score lower than other students</p> <p>Currently, there is no built in time for teachers to collaborate with other teachers</p>	<p>teachers, and develop a collaborative culture that supports data driven instruction</p>	<p>Use data to drive instructional strategies</p> <p>Provide training in data analysis</p> <p>Provide professional Development in the use of data to drive the curriculum</p> <p>Establish benchmarks for student achievement at each grade level with summative assessment tools</p> <p>Develop common planning time</p> <p>Revise the schedule</p> <p>Increase Math and Reading time to 90 minute blocks</p>
<p>3. Increase learning time and opportunities by creating a community based school for all students</p>	<p>Limited availability of early intervention services for parents</p> <p>Technology is limited at APS – No computer lab One mobile cart but wheels are broken</p> <p>Teachers have limited access to technology training</p> <p>Title I services are target assisted in a few grades</p>	<p>To develop a school wide student support team to include an early intervention program</p> <p>To establish a Technology Center at APS for the students and for the community</p> <p>To provide professional</p>	<p>Improve access to technology and training of programs</p> <p>Establish an Early Intervention Pre K program</p> <p>Title I will move from a Target Assisted Program to a School Wide Program</p> <p>Use leveled intervention strategies</p>

	<p>There is one Title I teacher for 3 buildings</p> <p>Special Education services are IEP driven – staff have high case loads</p>	<p>development for teachers to integrate technology into the classrooms</p>	<p>Identify and train staff with level intervention programs in reading and math</p> <p>Develop a coaching model for reading and math support</p>
<p>4. Operational flexibility and sustained support- School Climate and Culture</p>	<p>Lack of community involvement in school activities</p> <p>All members of the APS staff are not involved in the budget and planning process</p> <p>Activities related to professional development are district wide and not school based</p> <p>Parents are not involved in the school improvement process</p> <p>Financial support is minimal</p> <p>Alstead Primary School continues to work to improve communication between school and home</p>	<p>To ensure a positive and inviting school atmosphere</p> <p>To improve school climate by building a relationship between school, students and the community</p>	<p>Provide opportunities for parents to become part of the school environment</p> <p>To inform parents by building a parent friendly Web site to be used as a primary source for information for students, parents and the community</p> <p>Post homework assignments</p> <p>Promote electronic communication with parents</p> <p>Make available the PowerSchool Parent Portal and provide parents training in its use on First Class</p> <p>Provide training for parents in use of computer technology</p> <p>Encourage more parental participation in school sponsored activities</p> <p>Invite parents to participate on school</p>

			<p>committees, PTO and Site Base Committees</p> <p>Familiarize staff with the mission statement for the school</p> <p>To fully familiarize parents with the special education philosophy and district wide vision</p>
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Alstead Primary School is considered a high-risk school for failure. The school did not make AYP in either reading and math for the 2009-2010 school year. Constant changes in the building administrators have led to inconsistent support for teachers and low student performances.

There are a high number of students who are under performing in the area of reading and math on NECAP.

A review of NECAP data

- **Indicates 35% of the students were proficient in Math in 2006**
- **While only 49% of the students are proficient in Math in 2011**
- **This is a gain of only 6% points in 6 years**

Further analysis of NECAP data

- **Indicates 53% of the students were proficient in Reading in 2006**
- **While only 61% of the students are proficient in Reading in 2011**
- **This is a gain of 8% point in 6 years**

When scores are compared to the State scores, Alstead Primary School performs lower than the state

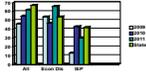
- **In Math, the State is at 66% of student are proficient, while APS is at 49% - a difference of 17% points**
- **In reading, the State is a 77% of students are proficient, while APS is at 61% - a difference of 16% points**

Clearly, Alstead Primary School is making not making sufficient gains in the areas in reading or math as measured by NECAP.

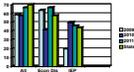
Another analysis of data was conducted with the Kindergarten cohort group. In 2008, APS started full day kindergarten. It was noted that students in the full day kindergarten class

performed higher on NECAP assessments when in 3rd grade. This gain was seen in 4th grade NECAP scores as well.

Analysis of the Math Growth Target data indicated that economically disadvantaged students are at the same growth level as other students at APS. IEP students' growth was at a lower level. In the area of Math, 62% of all students are meeting their growth target, while IEP students are at 30%.



In the area of Reading, 67% of all students were meeting the growth target, while IEP students were at 46%.



The School Improvement Team at Alstead Primary School includes the whole school, from the Kindergarten teacher to the school nurse and Paraprofessional. The Team reviewed all four models and unanimously voted on the Transformational Model for school improvement as being most appropriate for their school and community.

b. Describe the LEA’s capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school to ensure the full and effective implementation of the Intervention Model selected for each school. The LEA must demonstrate its capacity through the results of their completed LEA

Capacity Rubric self-assessment located in *LEA Appendix D*.

Alstead Primary School has not had consistent leadership during the past four years this has resulted in fragmented growth for the staff and students. Staff have been involved in many of the district wide initiatives, but unfortunately follow through and support was not available at the building leadership level. Recently, a new principal was hired. The principal is in her second year of employment. She is responsible for 4 schools covering three different towns, from elementary to middle school levels.

The SIG grant will provide an opportunity to train staff in how to apply a research based model to promote and to support high expectations for students and staff. The research will guide the building leadership team from theory to practice and produce a system wide change not only for Alstead Primary School but for all district schools. This will become a model of change, where high achievement for students and staff is valued.

Alstead Primary School seeks to develop a Transformational Leadership Model. The principal and assistant principal will receive training on how to develop a leadership model for Alstead Primary School based on the use of data to drive change. Training, support and mentoring are key elements in redefining the role of a school leader. The building administrator needs to be a visionary leader who can have a dynamic presence and communicate high expectations for teachers and students alike.

The SIG grant will provide a implementation process for change at APS at the school level. In addition, the district level will support the change model by maintaining the same initiative, to improve leadership and student performances across all attendance areas.

Key element will be the schools commitment to making Alstead Primary School a 21st Century Technology based school. Fiber optic cable has already been laid by the district and the internet service provide, G4, will finish laying their cable by the end of the summer. Alstead Primary School, as well as the community, will have unlimited bandwidth and high speed internet service. The district's technology integration specialist and library media center will focus on providing all teachers with the technology instruction starting in July and continued throughout the school year. All students will be expected to meet all exit/entry skills at their grade level by June 2012.

- 2) For any eligible Tier I school the LEA has elected to NOT include in its application, explain the LEA's decision that it lacks the capacity to serve such school(s). Please note: If an LEA claims it lacks sufficient capacity to serve each Tier I school, the NH DOE will evaluate the validity of the LEA's claim. If the NH DOE determines that an LEA has more capacity to implement an intervention model in Tier I or Tier II school than the LEA demonstrates to implement an intervention model in a given school, the NH DOE will discuss the capacity issues with the Superintendent and factor**

the information into the approval of the LEA application. This may lead to requiring the LEA to implement a model in the given school in order to receive approval for other schools within the LEA or rejecting an LEA application completely.

The Fall Mountain Regional School District will seek the School In Need of Improvement Grant for Alstead Primary School. Alstead Primary School is the only Tier I school in the district.

3) For each school the LEA is committed to serve, provide a brief summary that describes actions the LEA has taken, or will take to:

- a. Design and implement interventions consistent with the final SIG requirements;
- b. If planning to contract with a service provider to assist in implementing an intervention model, how the LEA will recruit, screen, and select external providers to ensure their record of increased student achievement as a result of proposed interventions;
- c. How the LEA will align other resources with the interventions;
- d. How the LEA will modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively; and
- e. How the LEA and school will sustain the reforms after the funding period ends.

a. Design and implement interventions consistent with the final SIG requirements

Alstead Primary School (APS) is a School in Need of Improvement. APS is committed to the Transformation Model of change. APS has recently replaced the building principal and will seek to hire a full time assistant principal. Staff evaluations are based on negotiated agreement between the teachers union and the FMRSD's school board. The administration does have a process to improve teacher performance by using a formal improvement plan to improve teacher quality with set time lines. The principal currently uses the Teach Scape Walk Through Observational program to provide a framework for a reflective discussion, data analysis and progress monitoring with staff. The school leaders will attend and possibly pilot the Charlotte Danielson model of teacher evaluation and effectiveness program.

Alstead Primary School is committed to a Transformation Model that includes focus areas that are critical in the SIG grant application requirements.

1. Teacher and Leader effectiveness

- a. Principal recently hired as a transformational leader
- b. Hire an Assistant Principal just for Alstead Primary School
- c. Review current contractual teacher evaluation system to incorporate a rigorous plan of teacher improvement by using a Teacher Improvement Plan System
- d. Provide consistent high quality professional development
- e. Utilize a technology based program to monitor and support teacher recertification programs – My Learning Plan
- f. Investigate Charlotte Danielson Teacher Improvement Model

2. Comprehensive instructional reform

- a. Aligned curriculum based upon state standards
- b. Establish grade level benchmarks and
- c. Summative assessments
- d. Provide on line examples of best practices with everyday lessons
- e. Identify and teach entry and exit level technology skills for each grade level
- f. Identify and teach Media standards at all grades levels – students will be literate in accessing information efficiently and effectively

3. Increasing learning time

- a. Start a Prekindergarten Program – early intervention and enrichment program
- b. Provide professional development time for staff on a regular basis
- c. Extend the teacher’s day to allow for attendance a scheduled professional development activities
- d. Start an extended learning opportunity program for students before and after school

4. Provide operational flexibility and sustained support

- a. Worked with the Professional Development Commitment to secure and to support professional activities at the local school level as well as at the district level
- b. Continued to work with Department of Education math, reading and RTI consultants
- c. 21st Century technology based learning school
- d. Integrate technology into daily instructional time

b. If planning to contract with a service provider to assist in implementing an intervention model, how the LEA will recruit, screen, and select external providers to ensure their record of increased student achievement as a result of proposed interventions;

Alstead Primary School has been working successfully with outside consultants in the areas of literacy and math. All initiatives are research and evidence based. A formal bidding process will be initiated and current providers will be encourage to move forward with a bid.

- Request for a Proposal to provide _____services will be defined
- Purpose and Priorities of the RFP to seek proposals from qualified individuals or organizations to provide the following specialized service in the area of
 - Leadership development
 - Math
 - Literacy
 - RTI
 - Early Intervention
- A proposal will be sent to a minimum of three agencies and/or consultants
- Agencies may be WestEd, Sersec, SDE, Sugar River Professional Development Center, Keene State University and Plymouth State University
- Individual consultant will also be allow to submit a proposal
- Consultants may include, Joseph Miller, Susan Sturock, Mahesh Sharma, Betty Erickson, Cecile Carlton, Elaine McNulty and Amy Seville-Nelson
- All proposals must outline goals and expected outcomes of the project
- Evaluation of the program must be defined
- Hours, number of days and included materials will be identified
- Contract award will be for one year from in July 2011 to June 2012
- Services will be research based and of high quality
- Technical assistance must be on going
- Requirements of consultant will be identified
- Resumes will be required
- References list for consultant must be provided
- Outline of compensation and terms and conditions must be defined
- District Contract form must be signed

c. How the LEA will align other resources with the interventions

To effectively implement the Transformational Model, all school improvement funds will be targeted at areas of greatest need as defined by the Needs Assessment. Funds received from the SIG grant will compliment programs already in place and will not supplant any programs or activities.

Resources	Grant	Budget	Alignment with 1003(g) Sig Grant
Title I, Part A	X		School wide services
Title I, Part A	X		Summer opportunities
Title II, Part A	X		Professional development – summer list available

Title II, Part D	X		Increase technology Recently received the NCLB Title II D technology grant- Alstead Primary School is one of the schools involved
Title VI (REAP)	X		Specialize reading and math programs
RTI implementation		X	Leadership Team – district wide
Curriculum Teams	X	X	District wide committees
IDEA	X	X	Professional leadership and training for Dibels and Curriculum Based Measurements
IDEA – Early Intervention and SIG Grant	X		Professional development to align Pre K curriculum across the district.
Alternative Education Programs		X	District wide alternative education program

d. How the LEA will modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively; and

Alstead Primary School is commitment to the SIG Transformational Model. Any policy or procedure not in agreement with the Model requirements will be reviewed and addressed to allow for full compliance.

- a. The district will modify current policies as needed to provide organizational flexibility and sustained support.
- b. The district has a teacher evaluation process in place
- c. There is in place a SIG Leadership Team at APS. Meetings are being held monthly.
- d. Agendas, minutes and meeting attendance are being kept
- e. School Board, Parent and Teacher Organization and Principal have signed agreements indicating they are in support of the SIG application and the Transformation Model.
- f. Teachers support the Transformation Model

The District has recognized the need to reform current school practices to bring about a change model of improvement.

e. How the LEA and school will sustain the reforms after the funding period ends.

Fall Mountain School District is committed to a school improvement philosophy. All professional development activities are based on using data to effect change. The district will support the following initiatives.

- a. Change schedules and provide extended learning opportunities for students at APS.
- b. Provide teachers with consistent opportunities to monitor individual student progress, to monitor student growth targets and data to direct instruction in collaborative teams
- c. Provide professional development activities that are of high quality and rigorous
- d. Ensure that the budget is sufficient for all activities
- e. Provide support through consultants and professional development
- f. Early Intervention programs such as Prekindergarten will be instituted in each attendance area school with the goal of universal pre kindergarten opportunities for all students

4) Provide a timeline delineating the steps the LEA will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA Application.

The Transformational Model has been identified as an intervention strategy for APS. The school will develop a professional learning community by increasing teacher and school leader effectiveness. Professional development will be on going, research based and of high quality. All professional development activities will be embedded and focused to provide a comprehensive reform strategy where data and instruction are research based and aligned with the curriculum. The expected outcome will be improved student performance on state NECAP assessments and MAPS testing. The plan will result in a systematic education reform, where students' level of achievement drives instruction.

	2011-2012 school year	2012-2013 school year	2013-2014 school year	Evaluation Process based on data
1. Increase school leader effectiveness	<p>Review curriculum and become involved in the district wide curriculum teams</p> <p>Develop Professional Learning Community</p> <p>District wide initiative – Dibels Progress monitor of all students</p> <p>Institute a Child Study Team – the team will develop an individual Learning Plan for all students at Alstead Primary School</p> <p>The Leadership team will meet and develop a schedule to include common collaboration time</p>	<p>On going review of Power Standards</p> <p>Development of Pre and Post test assessments</p> <p>District wide initiative – Dibels Progress monitor of all students</p> <p>Instituting a Child Study Team – the team will develop an Individual Learning Plan for all students at Alstead Primary School</p> <p>Common planning and data time is expected</p>	Align curriculum to the Common Core Standards	Staff and district level evaluation
2. Comprehensive Instructional Reforms	<p>The Leadership team will meet and develop a schedule to include common collaboration time</p> <p>Implementation of new schedule for grades K-4</p>	<p>Implementation of new schedule for grades K-4</p> <p>Establish a Prekindergarten Early Intervention Program</p> <p>Establish common Collaboration time</p>		Assessment of communication opportunities and student services

	<p>Summer opportunities for all students</p> <p>All students will have an Individual Learning Plan for success</p>	<p>Provide a summer enrichment program - focus on core areas of reading and math</p>		
<p>3. Increase learning time and programs</p>	<p>Preparation of and start an Early Intervention Program for students</p>	<p>2nd year of a Pre Kindergarten enrichment program</p> <p>School wide Title I Program in all Alstead Attendance Area schools</p> <p>Roll out of a new Student Support Team</p> <p>Process and Procedures developed by the District RTI Leadership Team</p>	<p>3rd year start operating as a universal PreK program</p>	<p>POMS assessment will monitor and evaluate student progress while in the program</p> <p>Primary MAPS will be given to students three times a year to monitor progress in the Kindergarten program</p>
<p>4. Operational flexibility and sustained support of school initiative and improve School Climate and culture</p>	<p>Technology based education for students, teachers and parents</p> <p>Computer lab becomes focal area for community</p> <p>Provide extended wireless capability. Fiber optic cable has been installed and the internet, (G 4) provider will complete laying of all cable by the end of the</p>	<p>Parent involvement in school programs</p> <p>Training of parents in the use of the Power School Parent Portal</p> <p>Provide training for parents to become engage in digital learning</p> <p>Integrate technology skills in each classroom</p> <p>Integrate technology based media skills in the curriculum where</p>		

	<p>summer. This will make high speed wireless access available to the schools and to the community with unlimited band-width</p>	<p>student can assess information accurately and creatively</p> <p>Regular meetings with Alstead Select Board and Alumni Association</p> <p>Site Based Committee monthly meetings</p>		
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- 5) **As part of the LEA’s plan to monitor progress in each Tier I and Tier II school included in this application, provide the LEA’s annual student achievement goals in Reading and Mathematics for each Tier I and Tier II school’s state assessment results.**

Annual student achievement goal(s) for reading and math are:

Goal #1a Math

On the 2011-2012 NECAP, scores in the area of math, students at APS will demonstrate a 5% point gain. Students’ scores will increase from 49% of students at the proficient level to 54% of students.

Goal #1b

On the 2012-2013 NECAP, scores in the area of math, students at APS will demonstrate a 10% point gain. Students' scores will increase from 49% of students at the proficient level to 59% of students.

Goal #1c

On the 2013-2014 NECAP, scores in the area of math, students at APS will demonstrate a 15% point gain. Students' scores will increase from 49% of students at the proficient level to 64% of students.

Goal #2a Reading

On the 2011-2012 NECAP, scores in the area of reading, students at APS will demonstrate a 5% point gain. Students' scores will increase from 61% of students at the proficient level to 65% of students.

Goal #2b

On the 2012-2013 NECAP, scores in the area of reading, students at APS will demonstrate a 10% point gain. Students' scores will increase from 61% of student at the proficient level to 71% of all students.

Goal #2c

On the 2013-2014 NECAP scores in the area of reading, students at APS will demonstrate a 15% point gain. Students' scores will increase from 61% of students at the proficient level to 76% of all students.

NWEA – MAPS assessments are given three times per year

Goal #1

Using MAPS data in grades K to 4th, 55% of all students will reach grade level benchmark in math and reading as measured by the Winter NWEA Assessment

Goal #2 - Using MAPS reading and math data, in grades K to 4th, 75% of students will reach grade level benchmarks as measured by the Spring NWEA Assessment

Goal #3 - Using MAPS reading and math data, in grades K to 4th, 80% of students demonstrate annual level of growth as measured by benchmark norms by June of 2012.

Grade Level	% of student meeting benchmark in the Fall 2010		% of student meeting benchmark in the Spring of 2011	
	Math	Reading	Math	Reading
K	21%	26%	81%	67%

K	43%	53%	86%	75%
1	52%	52%	74%	74%
2	41%	50%	58%	75%
3	77%	64%	69%	75%
4	22%	61%	37%	63%

- 6) Describe the intervention model proposed (services the school will receive or the activities the school will implement) for each Tier III school the LEA has committed to serve. (Note: Priority in terms of grant approval and funding will be given to Tier III schools proposing to implement one of the four Intervention Models required for Tier I and Tier II schools).**

This section does not apply to Alstead SIG Grant

- 7) Describe the goals the LEA has established (subject to approval by the NH DOE) in order to hold accountable the Tier III schools that receive SIG funds.**

This section does not apply to Alstead SIG Grant

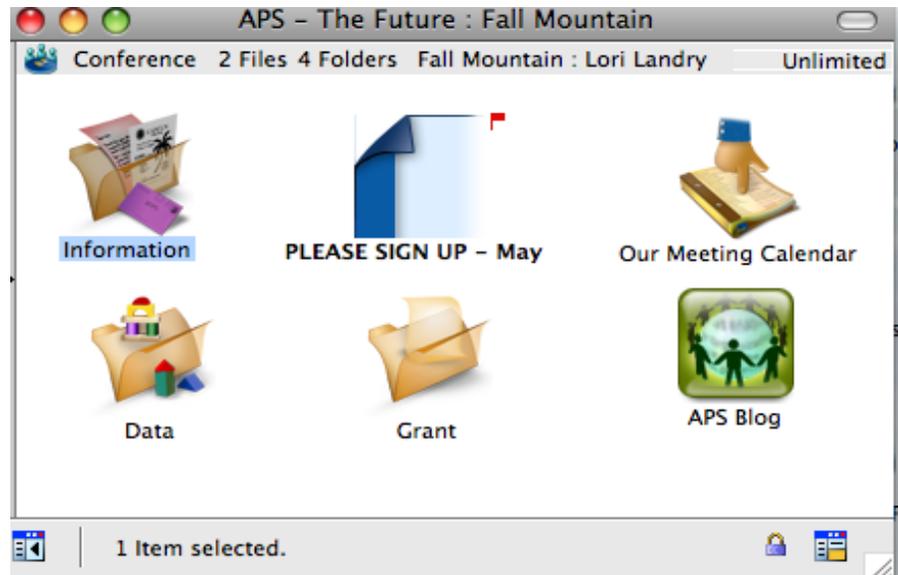
- 8) Describe how the LEA consulted with relevant stakeholders regarding the LEA's Application and implementation of SIG intervention models.**

Faculty Meetings were held at APS on April 5, 2011 to explain the Tier system and its implications. Additional faculty meetings were held to talk in depth about the four models of improvement. The building principal informed the Site Based Committee of APS Tier I status. The School Board was also informed of the Tier I status by the Superintendent.

On April 28, 2011, the Principal and Assistant Superintendent participated in a Department of Education Workshop reviewing the requirements of the grant. Best practice ideas were presented by Pittsfield and Milton School Districts. Information from the workshop was presented to the APS staff on April 29, 2011. On May 2, 2011, the entire staff met with MaryClare Heffernan, from SERESC.

All teachers indicated they wanted to participate fully with the school improvement process.

An informational Folder was placed on the First Class email desktop of all teachers to provide on going information and communication between the district administration and building principal, teachers and support staff.



A Post Grant meeting was schedule for Friday, May 13, 2011 for all staff. All stakeholders were included, from the planning stage, through writing the grant, and to its final submission to the Department of Education. Scheduled meetings will be held monthly. An agenda, meeting notes and next steps will be recorded and posted on the web site. The SIG Leadership Team will work together with administration to monitor the implementation of the plan and to make recommendations for future improvement strategies. The Leadership Team will assist with monitoring the progress towards achieving the stated goals, make decisions regarding the allocations of resource, professional development activities and to recommendations if policies or procedures need to be changed in order to support the effectiveness of the Transformation Model.

Our next step will be to meet as a School Leadership Team and to develop a Strategic Plan of supported implementation. All teachers will be required to participate in professional development activities with an emphasis on community involvement to sustain the reforms in the following areas of:

- a. Data Analysis
- b. Curriculum alignment
- c. Preschool Planning and implementation
- d. Outreach to the community
- e. Integrating technology into the classroom for everyday instruction.

9) Describe and provide evidence of the process the LEA will use to (a) recruit a new principal with a record of measurably increasing student achievement for the purpose of effective implementation of the turnaround or transformation model; and (b) a description of existing partnerships or potential partnerships the LEA will form to effectively implement a restart model.

The staff at Alstead Primary School seeks to establish a Transformation Model. During the 2009-2010 school year, a new building principal was hired as a school leader to institute change. It can be noted that within this time Alstead Primary School made AYP in both Reading and Math. Relationships among staff, parents, and the community have improved with increased parent participation in the school site-based committee, school functions and the Parent Teacher Organization. The principal has been able to bridge the gap between the three towns in the Alstead Attendance Area to support our schools and to build school pride in our communities. As a transformational leader, the principal has ensured the continuity of rigorous instruction across the Alstead Attendance Area schools to improve the use of data from multiple sources, to make and improve instructional strategies. The principal has started to act as a mentor for teachers in order to align their teaching practices with state curriculum standards both vertically and horizontally, in core academic areas. Alstead Primary School has demonstrated significant growth in one year as measured by the Index scores. APS gained 11.7 points.

Name of School	2007	2008	2009	2010
Alstead Primary School	143.7	150.7	150.0	161.7

The Principal of the Alstead Attendance Area will continue to provide administrative leadership to APS, as well as to the other Attendance Area schools. A new Transformational Assistant Principal will be hired to ensure continuity and commitment to the School Improvement Model. The Assistant Principal will be full time at APS, with the administrative responsibility of monitoring the Improvement Model. The Assistant Principal will also be responsible for ensuring curriculum alignment, assessment and instructions, as well as providing leadership Data Teams, instructional coaching with teachers in the area of math and reading, and most importantly, will utilize formative and summative assessment to reflect best instructional practices.

10) Describe and provide evidence of the commitment of the school community (school board, school staff, parents/guardians, etc.) to eliminate barriers and change policies and practices to support the intervention models.

- 1. Parental support, attended SIG meetings, letter attached**
- 2. Letter of support from building principal in representing the staff**
- 3. Alstead PTO president**
- 4. School Board Chair**
- 5. Active participation of members on the Alstead site based committee**
- 6. Full participation of the Alstead Faculty in the Planning Grant**
- 7. Keeping all staff in feeder and sender schools knowledgeable of the SIG requirements**
- 8. Meeting with Selectboard**

Pre-Implementation Guidance:

In the following first year Action Plan and Budget Narratives, the LEA must include any planned pre-implementation activities and expenses that are aligned with the chosen model. Approvable activities include the following:

- Family and Community Engagement: Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.**
- Rigorous Review of External Providers: Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity; or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.**
- Staffing: Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.**
- Instructional Programs: Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2011-2012 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning,**

such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.

- **Professional Development and Support:** Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.
- **Preparation for Accountability Measures:** Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools. As discussed in F-4, in general, SIG funds may not be used to supplant non-Federal funds, but only to supplement non-Federal funding provided to SIG schools. In particular, an LEA must continue to provide all non-Federal funds that would have been provided to the school in the absence of SIG funds. This requirement applies to all funding related to full implementation, including pre-implementation activities.
- **Minor Remodeling of Facilities to Enable Technology:** Pay for the costs of minor remodeling that is necessary to support technology if the costs are directly attributable to the implementation of a school intervention model and are reasonable and necessary.
- **Other:** Other activities that are appropriate and aligned with the successful implementation of the selected intervention model.

Title I 1003(g) School Improvement Grant Action Plan
(Please complete one per school)

Title I 1003(g) School Improvement Grant Action Plan
(Please complete one per school)

Goal #1 Teacher and leader Effectiveness	Alstead Primary School will develop teacher and leadership effectiveness as demonstrated by improved Academic Achievement utilizing a 21st century technology based learning environment and a strong administrative support.					
Strategy	Implement leadership strategies for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring through the following: <input type="checkbox"/> Turnaround model <input type="checkbox"/> Restart model <input type="checkbox"/> School closure model <input checked="" type="checkbox"/> Transformation model <input type="checkbox"/> Tier III proposed model <p align="right"><i>(if not choosing one of the four US ED models)</i></p>					
Proposed Activities for 2011-2012 <i>Describe the activities to be implemented to achieve the desired outcome. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will this activity begin and end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often and by whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often and by whom?</i>	Title I School Improvement Funds <i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.</i>

<p>Hire an Assistant Principal to provide on going consistent support in the area of teacher effectiveness areas of</p> <ul style="list-style-type: none"> • Use of Marzano's High Yield Strategies by teachers and students • Bloom's Taxonomy to determine the levels of critical thinking skills • Student engagement • Diverse instructional methods and resources • Quality of the learning environment • Differentiation 	<p>To provide consistency in the implementation of the Transformation Model</p>	<p>August 2011</p>	<p>Principal will mentor the assistant principal</p> <p>Weekly meetings will be established</p>	<p>Monitoring will be daily. Data will be collected daily and a report will be generated weekly using the Walk Through template.</p> <p>Building Principal will report on progress with the Administrative Team. (LEA)</p> <p>Assistant Principal will monitor daily lesson plans utilizing a rubric that reflects the integration of professional development activities into classroom instruction.</p>	<p>Teachscape Walk Through Data Charts</p> <p>Pre and post test measurement using MAPS data (September, January and June)</p> <p>Aimsweb will be used as a progress monitor tool.</p>	<p>Assistant Principal \$85,226.00</p>
<p>Technology based 21st. Century Instruction will be evident in all classrooms</p>	<p>All classrooms will be equipped with an Interactive White Boards</p> <p>All students</p>	<p>September 2011</p>	<p>Teachers will receive elbow to elbow on going training and support in integrating Technology in</p>	<p>All teachers will participate in professional development and demonstrate proficiency in using an interactive white board</p>	<p>An Annual technology survey will be conducted</p> <p>Self assessment of teachers of technology skill</p>	<p>White boards and support equipment = \$27,377</p> <p>25 Wireless Interactive Smart Slates = \$8,225</p>

	will have a laptop		<p>the classroom using smart boards</p> <p>The district technology integration specialist and media specialist will be involved in support</p>	<p>as reflected in instruction and lesson plans.</p> <p>Evidence of student use of technology</p> <p>Students will demonstrate functional knowledge of using technology in the classroom</p> <p>DEBBIE????</p>	levels	
Alstead Primary School will be a pilot site for the Charlotte Danielson's on line Program of supervising and supporting effective teachers	Teachers will participate in Professional development to support effective teacher instruction in the classroom	September 2011	<p>Assistant Principal</p> <p>Principal</p>	<p>Completion of the professional development activity</p> <p>Teachers will complete the Charlotte Danielson evaluation</p>	<p>A common understanding of effective classroom instruction will be defined using Danielson's rubric</p> <p>Teachers will engage in reflection and collaboration within their own Professional Learning Community</p> <p>The principal and assistant principal will support and monitor effective teaching utilizing a Walk Through Program Data will be shared with staff</p>	District support of program

Title I 1003(g) School Improvement Grant Action Plan
(Please complete one per school)

<p>Goal #2</p> <p>Comprehensive Instructional Reform</p> <p>Curriculum and Instruction</p>	<p>Given a technology based 21st Century education program, all students will be provided learning opportunities to ensure competencies with the state ICT standards and successfully access the digital learning curriculum both in and out of school.</p>					
	<p>Implement leadership strategies for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring through the following:</p> <p><input type="checkbox"/> Turnaround model</p> <p><input type="checkbox"/> Restart model</p> <p><input type="checkbox"/> School closure model</p> <p><input checked="" type="checkbox"/> Transformation model</p> <p><input type="checkbox"/> Tier III proposed model (if not choosing one of the four US ED models)</p>					
<p>Proposed Activities for 2011-2012</p>	<p>Resources</p> <p><i>What existing</i></p>	<p>Timeline</p>	<p>Oversight</p> <p><i>Who will take primary</i></p>	<p>Monitoring (Implementation)</p>	<p>Monitoring (Effectiveness)</p>	<p>Title I School Improvement Funds</p>

<i>Describe the activities to be implemented to achieve the desired outcome. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	<i>and/or new resources will be used to accomplish the activity?</i>	<i>When will this activity begin and end?</i>	<i>responsibility/ leadership? Who else needs to be involved?</i>	<i>What evidence will be collected to document implementation? How often and by whom?</i>	<i>What evidence will be collected to assess effectiveness? How often and by whom?</i>	<i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.</i>
To develop a structured process of inquiry that will produce significant gains in student achievement and to increase data use among teachers to drive instruction	Assistant Principal Professional Development	On going	Principal and Assistant Superintendent	Meeting Agendas, notes, action steps	Self assessment Assessment by Administration	n/a
To develop a collaborative culture utilizing digital instructional strategy	Professional Development	2011-2014	Principal and Assistant Superintendent	Posting of digital lesson on school's web site. Provide parents and students access to classroom instruction on line	Effective school survey Parent assessment and Observations	n/a
To establish benchmark for student achievement at each grade level	Staff and committee work	Spring of 2012	Principal Assistant Principal	Teach Scape Walk Through data	Comparison of Walk Thru Data Maps data on student growth Staff survey on the	n/a

					process	
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Title I 1003(g) School Improvement Grant Action Plan
(Please complete one per school)

Goal #3 Increasing learning time	To develop a school schedule driven by data analysis to make organizational changes for classes, as well as, provide extended learning opportunities for all students.					
Strategy	Implement leadership strategies for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring through the following: <input type="checkbox"/> Turnaround model <input type="checkbox"/> Restart model <input type="checkbox"/> School closure model <input checked="" type="checkbox"/> Transformation model <input type="checkbox"/> Tier III proposed model					
Proposed Activities for 2011-2012 <i>Describe the activities to be implemented to achieve the</i>	Resources <i>What existing and/or new resources will be</i>	Timeline <i>When will this activity begin and</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else</i>	Monitoring (Implementation) <i>What evidence will be collected to document</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess</i>	Title I School Improvement Funds <i>Include amount allocated to this activity</i>

<i>desired outcome. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	<i>used to accomplish the activity?</i>	<i>end?</i>	<i>needs to be involved?</i>	<i>implementation? How often and by whom?</i>	<i>effectiveness? How often and by whom?</i>	<i>if applicable. Provide the requested detail on the Budget Narrative Form.</i>
To revise the schedule to include common planning time for all teachers Data chat, RTI development, cross articulation of curriculum and development of Individual Performance Plan for all students	Leadership Team with principal	September 2011	Assistant Principal	Individual Student Performance Plan (RTI) Data team meetings with agenda and meeting summaries	Monitoring Individual Student Performance Plan	n/a
To increase time Math and English Language Arts	Leadership Team	September 2011	Principal & Assistant Principal	Increase instructional block time to 90 minutes daily in math and language arts	Students MAPS scores and teacher observation	n/a
To provide a before and after school tutorial program for all students	Hiring of tutors before and after school hours	Fall 2011	Assistant Principal	Log of student participation of tutorial sessions Parent interest and support	Maps assessments Homework completion	\$8,500.00
To use technology to improve students academic performance by providing homework tutorial and enrichment	Teachers will post selected classroom lessons and post of web	Spring 2012	Classroom teachers Assistant Principal Technology Integration	Digital lessons will be posted for teachers and students	Student survey Teacher survey Parent survey	n/a

pod cast	site		Specialist			
To provide consistent professional development activities by extending the work day	On going Professional Development	Fall 2011	Principal and Assistant Superintendent	Supported and required PD opportunities	Development of a Professional Learning Community Agendas, PD information and Notes Sign in Sheets	Teacher Stipends – \$13,107.03 Paraprofessional Stipends - \$4,440
To establish an Prekindergarden program	Hire a Pre kindergarden teacher and a Para professional	September 2011	Principal and assistant principal	Registration list of students Develop a Pre K Enrichment Curriculum	Program will be evaluated by an outside consultant Parent survey	Teacher - \$66,137 Para - \$33,191

Title I 1003(g) School Improvement Grant Action Plan
(Please complete one per school)

Goal #4 Provide operational flexibility and sustained support	Alstead Primary School and Staff will be given sufficient flexibility in scheduling, learning time, professional development, staff evaluation process, as appropriate, to ensure the ability to implement a transformation model . Ensure that the school receives ongoing, intensive technical assistance and related support from the school division, state, or a designated external lead partner organization such as a school turnaround organization.
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Strategy	Implement leadership strategies for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring through the following: <input type="checkbox"/> Turnaround model <input type="checkbox"/> Restart model <input type="checkbox"/> School closure model <input checked="" type="checkbox"/> Transformation model <input type="checkbox"/> Tier III proposed model					
	(if not choosing one of the four US ED models)					
Proposed Activities for 2011-2012 <i>Describe the activities to be implemented to achieve the desired outcome. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will this activity begin and end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often and by whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often and by whom?</i>	Title I School Improvement Funds <i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.</i>
Continuation of technical assistance from the Department of Education to support school reforms such as support in the RTI initiative, Differentiated Instruction, Math and Reading Consultants and technology support	Currently, working with consultants from Plymouth State university under a grant	On going	Assistant principal and principal Assistant superintendent	Documentation of activities, walk through records, and student work	All students will exhibit improvement in MAPS by 10%	N/a
To continue to provide high quality professional development in the area of Math and Reading	Consultants in Reading and Math Professional	On going during the school	Literacy Consultant Math Consultant	Schedule of professional development – sign in sheets and	Monitoring 3 times per year using MAPS data and long term Necap progress	Math Consultant

	Development	year		agenda		
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Title I 1003(g) School Improvement Grant Action Plan
(Please complete one per school)

Goal #5 Community engagement	<p>By June 2012, Alstead Primary School culture will reflect the shared ideas, values and beliefs as demonstrated in its identity and standards for high expectations for all students. To respect all students, parents and staff.</p>
Strategy	<p>Implement leadership strategies for which data indicate the strategy is likely to result in improved teaching and learning in schools identified for improvement, corrective action, or restructuring through the following:</p> <p><input type="checkbox"/> Turnaround model</p> <p><input type="checkbox"/> Restart model</p> <p><input type="checkbox"/> School closure model</p> <p><input checked="" type="checkbox"/> Transformation model</p>

<input type="checkbox"/> Tier III proposed model _____ (if not choosing one of the four US ED models)						
Proposed Activities for 2011-2012 <i>Describe the activities to be implemented to achieve the desired outcome. Provide sufficient detail so that reviewers will understand the purpose and proposed implementation of each activity.</i>	Resources <i>What existing and/or new resources will be used to accomplish the activity?</i>	Timeline <i>When will this activity begin and end?</i>	Oversight <i>Who will take primary responsibility/ leadership? Who else needs to be involved?</i>	Monitoring (Implementation) <i>What evidence will be collected to document implementation? How often and by whom?</i>	Monitoring (Effectiveness) <i>What evidence will be collected to assess effectiveness? How often and by whom?</i>	Title I School Improvement Funds <i>Include amount allocated to this activity if applicable. Provide the requested detail on the Budget Narrative Form.</i>
Develop a school culture that values learning by informing, equipping and empowering parents to enhance their children's learning at home, at school and to support learning at school	Principal involvement Guidance Counselor	On going	Principal and Parents, Teachers	PTO and Site Base Committee will meet monthly and used the Solid Foundation Planning Guide for School Improvement	Self Rating Assessment at the end of the program The Effective School Survey results will be used as a baseline (4/2011) The survey is done on an annual basis	Effective School Survey
Develop a social environment that promotes communication and parents interaction	Solid Foundation Program- web based 10 stage process to guide the	2 year project start in 1/2012	Principal, Parents, Teachers Organization PTO and Site Based	The PTO and Site Based Committee will meet monthly Planning Guide for school improvement. (Published by Harvard	Self Rating Assessment at the end of the two year program	n/a

	school team		Committee	Family Research Project)		
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C. BUDGET:

Provide budget information on this page as well as pages LEA-19 and LEA-20 that indicates the amount of school improvement funds your LEA will use each year to:

- 1) Implement the selected model in each Tier I and Tier II school you commit to serve;
- 2) Conduct LEA-level activities designed to support implementation of the selected school intervention models in your LEA’s Tier I and Tier II schools; and
- 3) Support school improvement activities, at the school or LEA level, for each Tier III school identified in your LEA’s application.

Please note that, according to US ED SIG guidance, an LEA must allocate no less than \$50,000 per year and no more than \$2,000,000 per year or no more than \$6,000,000 over three years.

Page LEA-19 requires an outline of expenses over the next three school years. These budgets are to be completed for each school and the total of all should equal the LEA budget. LEA-20 requires a detailed school budget for the first year. If your LEA is awarded funding, a progress report will need to be submitted each year. As part of the first progress report (due May 11, 2012), the LEA will be required to answer questions regarding the first year of implementation, update the 3 year budget overview if needed and provide a detailed budget narrative for year 2. The progress report and included budgets will have to be approved by the NH Department of Education in order to maintain grant participation and implement the plan in the LEA for year two. The same process will occur at the end of year two to process approval for implementation in year three.

Complete the Overview Budget grid below, providing LEA and school level budget information:

LEA – Fall Mountain Regional School District Budget

School Name	Year I Budget		Year 2 Budget	Year 3 Budget	Three Year Total
	Pre-implementation	Year 1 - Full Implementation			
Alstead Primary School	\$0	\$428,971.15	\$332,259.90	\$259,336.42	\$1,020,567.47
LEA-level Activities					
Total Budget	\$428,971.15		\$332,259.90	\$259,336.42	\$1,020,567.47

Three Year School Budget Plan

(Complete one per school)

Account Category	Year 1 General Budget Description	Year 2 General Budget Description	Year 3 General Budget Description	Year 1 Costs	Year 2 Costs	Year 3 Costs
Salaries and Benefits <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>	Assistant Principal - \$85,226 Pre K Teacher - \$66,137 Pre K Para - \$33,191 Stipend for Early Learning Center Coordinator - \$5,000 Extended hours Tutor (2 staff) @\$20/hrx 2hrs/dayx 180/days - \$7,200 plus \$611.60 benefits Total cost is \$7811.60	Assistant Principal = \$87,783 Pre K Teacher = \$68,121.64 Pre K Para = \$33,191.77 Stipend for Early Learning Center Coordinator - \$5,000 Extended hours Tutor (2 staff) @\$20/hrx 2hrs/dayx 180/days - \$7,200 plus \$611.60 benefits Total cost is \$7811.60	Assistant Principal = \$90,416.26 Pre K Teacher = \$70,165.28 Pre K Para = \$33,191.77 Stipend for Early Learning Center Coordinator - \$5,000 Extended hours Tutor (2 staff) @\$20/hrx 2hrs/dayx 180/days - \$7,200 plus \$611.60 benefits Total cost is \$7811.60	\$197,365.60	\$201,908.01	\$206,584.91
Contracted Services <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development & Contracted Services Justification Form (LEA Appendix E) must be completed</i>	Math Consultant = \$31,130 Literacy Consultant = \$31,130 Leadership PD - \$20,000 RTI Consultant - \$8,000 Preschool Consultant- (\$1500 x 5 visits and and	Math Consultant = \$28000 Literacy Consultant = \$28,000 Leadership PD - \$10,000 RTI Consultant - \$4000 Preschool Consultant-\$5250	Professional Development/Conferences - \$10,000	\$102,760	\$85,250.00	\$10,000

	consultation) = \$7,500 Professional Development Activities/conferences - \$5,000	Professional Development Activities/conferences - \$10,000				
Supplies and Materials <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	Aimsweb data system (\$10 x 108 students) -\$1080 Software programs (IXL – Math, Fastt Math, Math Media...) \$5,500 Misc supplies for start up of Pre K program - \$6,000	Aimsweb- (\$10/perstudent x 108 students = \$1,080 Software programs -\$4,153.50	Aimsweb – \$1,080 (\$10/per student x 108 students) Software programs - \$3,500	\$12,580.00	\$5,233.50	\$4,580.00
Books <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	Misc resources books for literacy and math -\$6,000 series + 10% s/h \$600= \$6,600	Misc resources books for teachers leaders -\$3,000 series + 10% s/h \$300= \$3,300	Misc resources books for teachers leaders - \$3,000 series + 10% s/h \$300= \$3,300	\$6,600	\$3,300	\$3,300
Equipment <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (LEA Appendix F) must be completed.</i>	To purchase 20 computers at \$899/each = \$17,980 Misc supplies for lab set up wireless pts - \$3870 switch 1 @ \$2627.23 Interactive White	0	0	\$67,793.18	0	0

	<p>Boards in each classroom (9 boards @ \$1400 each x 9 classrooms) = \$12,600</p> <p>LCD and Mounts (\$570 x 9) = \$5,130</p> <p>Document camera (\$350 x 9 classrooms) = \$3,150</p> <p>Ipads mobile lab for students –\$14,175.95</p> <p>Smart Wireless Slates for students interactive with white boards (25 for a classroom x \$329 each = \$8,260</p>					
<p>Professional Development Activities <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development & Contracted Services Justification Form LEA (Appendix E) must be completed</i></p>	<p>Stipends for teachers and Para Professionals to attend PD activities</p> <p>Teachers -Summer 3x \$135/day+ Benefits = \$7,077</p> <p>Extended Day PD - 25 days x \$30/hr x 15 teachers= \$11,250 + Benefits – 1857.03= \$13,107.03</p> <p>para professional 10/Para x \$20/hr x 20/hrs = \$4,000 + \$440 Benefits = \$4,440</p>	<p>Stipends for teachers and Para Professionals to attend PD activities</p> <p>Teachers Summer 3x \$135/day+ Benefits = \$7,077</p> <p>Extended Day PD 15 days x \$30/hr x 15 teachers= \$6,750 Benefits \$1114.22 = \$7,864.22</p> <p>para professionals 10/Para x \$20/hr x 20/hrs = \$4,000 + \$440 Benefits = \$4,440</p>	<p>PD activities Teachers</p> <p>Summer 3x \$135/day+ Benefits = \$7,077</p> <p>Extended Day PD 10 days x \$30/hr x 15 teachers= \$4500 + Benefits \$742 - \$5242.81</p> <p>para professionals 10/Para x \$20/hr x 20/hrs =</p>	<p>\$26,739.03</p>	<p>\$21,496.22</p>	<p>\$18,874.81</p>

	10/Para x \$65/day x 3/days = \$1950 + \$165 benefits = \$2,115 31	10/Para x \$65/day x 3/days = \$1950 + \$165 benefits = \$2,115	\$4,000 + \$440 Benefits = \$4,440 10/Para x \$65/day x 3/days = \$1950 + \$165 benefits = \$2,115			
Travel <i>Summarize your activities including the number of days, people involved and associated costs.</i>	\$.40 per mile x 120 per conference x 10 conferences up to 3 teachers = \$1,440	\$.40 per mile x 120 per conference x 10 conferences up to 3 teachers = \$1,440	\$.40 per mile x 120 per conference x 10 conferences up to 3 teachers = \$1,440	\$1,440	\$1,440	\$1,440
Administration <i>Include other costs associated with supporting plan implementation.</i>	Administrative support (\$20/hr x 8/hr x 52 wks) = \$9,026	Administrative support (\$25/hr x 8/hr x 52 wks) = \$10,400	Administrative support (\$28/hr x 8/hr x 52 wks) = \$11,648	\$9,026	\$10,400	\$11,648
Indirect Costs	1.1% of \$424,303.81	1.1% of 329,027.73	1.1% of \$256,427.72	\$4,667.34	\$3,6919.31	\$2,820.71
Total				\$428,971.15	\$332,259.90	\$259,336.42

**ONE YEAR DETAILED SCHOOL BUDGET NARRATIVE
2011-2012**

(Please complete one per school)

Use this form to provide sufficient detail regarding proposed expenditure for the 2011-2012 project period, including pre-implementation expenses. Complete all appropriate justification forms (Appendix E and F, pages LEA 42-43).

School Name: _____ Alstead Primary School _____

Account Category	Budget Detail	
	Narrative	Total Costs
Salaries and Benefits <i>Include name and title of employee if possible. Include wages by hour/week etc. Detail benefits.</i>	Assistant Principal - \$85,226 Pre K Teacher - \$66,137 Pre K Para - \$33,191 Stipend for Early Learning Center Coordinator - \$5,000 Extended hours Tutor (2 staff) @\$20/hrx 2hrs/dayx 180/days - \$7,200 plus \$611.60 benefits Total cost is \$7811.60	\$197,365.60
Contracted Services <i>Include name and title, contracted time, hourly/daily compensation and activities to be delivered. A Professional Development & Contracted Services Justification Form (LEA Appendix E) must be completed</i>	Math Consultant = \$31,130 Literacy Consultant = \$31,130 Leadership PD - \$20,000 RTI Consultant - \$8,000 Preschool Consultant- (\$1500 x 5 visits and and consultation) = \$7,500 Professional Development Activities/conferences - \$5,000	\$102,760.00
Supplies and Materials <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	Aimsweb data system (\$10 x 108 students) - \$1080 Software programs (IXL – Math, Fastt Math, Math Media...) \$5,500 Misc supplies for start up of Pre K program - \$6,000	\$12,580.00
Books <i>Detail your purchases. Explain the connection between what you wish to purchase and the activities in your plan.</i>	Guided reading series – move to leveled tier intervention model (RTI) in reading	\$6,600

<p>Equipment <i>Each item must be listed separately along with a justification of why you need it to support your plan. An Equipment Justification Form (LEA Appendix F) must be completed.</i></p>	<p>To purchase 20 computers at \$899/each = \$17,980</p> <p>Misc supplies for lab set up wireless pts -\$3870 switch 1 @ \$2627.23</p> <p>Interactive White Boards in each classroom (9 boards @ \$1400 each x 9 classrooms) = \$12,600</p> <p>LCD and Mounts (\$570 x 9) = \$5,130</p> <p>Document camera (\$350 x 9 classrooms) = \$3,150</p> <p>Ipads mobile lab for students -\$14,175.95</p> <p>Smart Wireless Slates for students interactive with white boards (25 for a classroom x \$329 each = \$8,260</p>	<p>\$67,793.03</p>
<p>Professional Development Activities <i>Summarize your activities including the number of days, people involved and associated costs. A Professional Development & Contracted Services Justification Form LEA (Appendix E) must be completed</i></p>	<p>Teachers -Summer 3x \$135/day+ Benefits = \$7,077</p> <p>Extended Day PD - 25 days x \$30/hr x 15 teachers = \$11,250 + Benefits - 1857.03 = \$13,107.03</p> <p>para professional 10/Para x \$20/hr x 20/hrs = \$4,000 + \$440 Benefits = \$4,440</p> <p>10/Para x \$65/day x 3/days = \$1950 + \$165 benefits = \$2,115</p>	<p>\$26,739.03</p>
<p>Travel <i>Summarize your activities including the number of days, people involved and associated costs.</i></p>	<p>\$.40 per mile x 120 per conference x 10 conferences up to 3 teachers = \$1,440</p>	<p>\$1,440.00</p>
<p>Administration <i>Include other costs associated with supporting plan implementation.</i></p>	<p>Secretarial support (8hrs x \$20/hr x 52 wks) = \$8,320 Benefits = \$706</p>	<p>\$9,026.00</p>
<p>Indirect Costs</p>	<p>1.1% of \$424,303.81</p>	<p>\$4,667.34</p>
<p>Total</p>		<p>\$428,971.15</p>

D. ASSURANCES:

By signing below, the Local Educational Agency (LEA), ____Fall Mountain Regional School District_____, is agreeing to the following Title I 1003(g) School Improvement Grant (SIG) assurances with the New Hampshire Department of Education (NH DOE) and the United States Department of Education (US ED):

- Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements (US ED requirement);
- The program and services provided with Title I 1003(g) School Improvement Grant will be operated so as not to discriminate on the basis of age, gender, race, national origin, ancestry, religion, pregnancy, marital or parental status, sexual orientation, handicapping conditions, or physical, mental, emotional, or learning disabilities (NHDOE requirement);
- Administration of the program, activities, and services covered within the attached application(s) will be in accordance with all applicable federal, state, regulations (NHDOE requirement);
- Design and implementation of the interventions will be consistent with the Title I 1003(g) School Improvement Grant final requirements (NHDOE requirement);
- The funds received under this grant will be used to address the goals set forth in the attached application (NHDOE requirement);
- Fiscally related information will be provided with the timeliness established for the program(s) (NHDOE requirement);
- The specific school-level data required in section III of the final requirements will be reported for all schools within the LEA that are participating in the Title I 1003(g) School Improvement Grant through quarterly meetings, evaluations, progress reports, or on-site visitations, including the following data (US ED requirement):
 - **Number of minutes within the school year that all students were required to be at school and any additional learning time (e.g. before or after school, weekend school, summer school) for which all students had the opportunity to participate.**
 - **Does the school provide any of the following in order to offer increased learning time:**
 - longer school day
 - before or after school
 - summer school
 - weekend school
 - Other
 - **The number of school days during the school year (plus summer, if applicable, if part of implementing the restart, transformation or turnaround model) students attended school divided by the maximum number of days students could have attended school during the regular school year;**
 - **The number of students who completed advanced coursework (such as Advanced Placement International Baccalaureate classes, or advanced mathematics);**
 - **The number of high school students who complete at least one class in a postsecondary institution;**
 - **The number of students who complete advance coursework AND complete at least one class in a postsecondary institution;**
 - **The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days;**

- **Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;**
 - **Dropout rate;**
 - **Student attendance rate;**
 - **Discipline incidents;**
 - **Truants;**
 - **Distribution of teachers by performance level on an LEA's teacher evaluation system (when available); and**
 - **Teacher attendance rate.**
- All schools within the LEA that are participating in the Title I 1003(g) School Improvement Grant will submit to the NH DOE a written Annual Progress Report/Evaluation Report which documents activities and address both the implementation of the Title I 1003(g) School Improvement Grant plan and student achievement results (NHDOE requirement);
 - Title I 1003(g) School Improvement Grant will be used to supplement, not supplant Federal, state, and local funds that a school would otherwise receive (NHDOE requirement);
 - The LEA will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that our LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds (US ED requirement);
 - If the LEA implements a restart model in a Tier I or Tier II school, the LEA will include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (US ED requirement);
 - Assign a Title I 1003(g) School Improvement Grant Coordinator that will participate in regular NH DOE Title I 1003(g) School Improvement Grant meetings and have a LEA Improvement Planning/ Implementation Committee that meets regularly (NHDOE requirement);
 - Recruitment, screening, and selection of external providers, if applicable, will be conducted in a manner that ensures a high level of quality of service (NHDOE requirement);
 - Additional resources will be aligned with the interventions (NHDOE requirement);
 - LEA's practices or policies will be modified, if necessary, to enable the LEA to implement the interventions fully and effectively (NHDOE requirement); and
 - The reforms will be sustain after the funding period ends (NHDOE requirement).

Superintendent's signature

Date signed

School Board Chair

Date signed

E. WAIVERS:

The NH DOE has requested that waivers be granted by the US ED regarding requirements to the LEA's School Improvement Grant, please indicate below (by checking the appropriate boxes which of those waivers you intend to implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

Waiver 4: School Improvement timeline waiver -- waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will fully implement a turnaround or restart model beginning in the 2011-2012 school year to "start over" in the school improvement timeline.

X Waiver 5: Schoolwide program waiver – to waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III Title I participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

LEA Appendix A: Process to Determine School Eligibility for the School Improvement Grant

In accordance with the US Department of Education Guidance for the School Improvement Grant, the identification of “persistently lowest-achieving schools” must be based on each school’s state assessment results for the “All Students” group in Reading and Mathematics combined. As the term “persistent” implies “over time”, New Hampshire used the four most current testing years of data available for elementary/middle schools (AYP index scores from testing years 2006-2009), and the three years of available testing years data for high schools (AYP index scores from testing years 2007-2009). The two sets of schools were rank ordered separately.

New Hampshire uses a US Department of Education-approved index score system to calculate adequate yearly progress (AYP) based on the state assessment results. This system, which gives “credit” to partially proficient student scores, was adopted by New Hampshire to more accurately depict progress and proficiency in New Hampshire schools. In accordance with the SIG guidance, each school’s annual Reading and Math index score for the “All Students” group was combined, with a cumulative score four-year score produced for elementary /middle schools, and a cumulative three-year score for high schools.

The use of the cumulative index score to rank order and identify schools for the purposes of this grant was initially approved by USDE on February 4, 2010. The deadline for submitting the 2010 SIG grant application does not allow for the use of 2011 AYP index scores, which are tentatively scheduled for release in April 2011.

Tier I Schools

Schools categorized as Tier I must meet one of the following conditions:

- (1) *The school is within the five percent, or five (whichever is greater) of the persistently lowest-achieving Title I Schools in Need of Improvement (SINI) in the state; OR*
- (2) *The school is a high school with a graduation rate less than 60 percent over a number of years; OR*
- (3) *The school is Title I-eligible and is no higher achieving than the highest-achieving school in (1) above. Additionally, the school must be either in the bottom 20 percent of all schools in the state, or has not made Adequate Yearly Progress (AYP) for 2 consecutive years. The guidance defines “Title I-eligible” as either a school currently receiving Title I funds or a school eligible for, but not receiving funds.*

Identification of Tier I Schools (Condition 1)

- *The school is within the five percent, or five (whichever is greater), of the persistently lowest-achieving Title I Schools in Need of Improvement (SINI) in the state.*
 - Total number of Title I SINIs in 2010-11 = 146 (140 elementary/middle and 6 high schools)
 - 5% of 146 = 7 Title I SINIs (maximum number to be identified)
 - None of the 5 Title I SINI high schools are within the lowest five percent of high schools
 - Rank order the Title I SINIs from low to high, based on the four-year cumulative index scores.
 - Identify the 7 lowest-ranked Title I SINIs. ***Do not include Title I SINIs currently participating in SIG (Manchester Gossler Park and Parker Varney):***

District	School	2006-07 Index Combined	2007-08 Index Combined	2008-09 Index Combined	2009-10 Index Combined	Four-Year Cumulative Index Score
State of NH	Average Combined Index Score	171.8	174.2	176.5	178.5	701
Manchester	Beech Street School	116.7	122.6	135.9	134.3	509.5
Manchester	Wilson School	134.4	134.3	142.9	144.7	556.3
Manchester	Bakersville School	131.4	140.5	148.8	161.8	582.5
Franklin	Franklin Middle School	143.3	150.1	147.5	154.9	595.8
Fall Mt. Regional	Alstead Primary School	143.7	150.7	150	161.7	606.1
Farmington	Henry Wilson Memorial	145.2	146.1	152.4	164.4	608.1

Manchester	McDonough School	150.9	148.9	155.7	164.6	620.1
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Identification of Tier I Schools (Condition 2)

(2) *The school is a high school with a graduation rate less than 60 percent over a number of years.*

- There are no New Hampshire high schools that meet the criteria.

Identification of Tier I Schools (Condition 3)

(3) *The school is Title I-eligible and is no higher achieving than the highest-achieving school in the rank-ordered list under Condition 1. Additionally, the school must be either in the bottom 20 percent of all schools in the state, or has not made Adequate Yearly Progress (AYP) for at least 2 consecutive years. The guidance defines “Title I-eligible” as either a school currently receiving Title I funds or a school eligible for, but not receiving funds.*

- Rank order all elementary/middle schools in the state for which four years of index score data is available (N= 367)
- Identify which schools have a combined index score equal to or lower than the highest-achieving school in the rank-ordered list for Condition 1 (McDonough School).
- Next, determine if any of the schools identified above meet the “Title I eligible” definition.
- Next, determine if the schools are in the bottom 20 percent of all schools (20% of 367 = 73) or have not made AYP for two consecutive years.
- ***Do not include eligible schools that are currently participating in SIG (Milton Nute Jr HS, Pittsfield MS, and Manchester Southside MS)***
- Listed below are the Title I-eligible schools with a cumulative index score no higher than that of the lowest-achieving school in Condition 1 (Manchester McDonough School).

District	School	2006-07 Index Combined	2007-08 Index Combined	2008-09 Index Combined	2009-10 Index Combined	Four-Year Cumulative Index Score
Manchester	Middle School at Parkside	137.7	140.6	145.5	143.3	567.1
Manchester	Henry J. McLaughlin Middle School	136.2	142.1	150.9	145.8	575.0

Tier II Schools

Schools categorized as Tier II must be Title I-eligible high schools and must meet one of the following conditions:

- (1) *The school is Title I-eligible and is within the lowest-achieving five percent of high schools or the five lowest-achieving, whichever number is greater; OR*
- (2) *The school has a graduation rate less than 60 percent over a number of years.
As noted in the identification of Tier I schools, there are no high schools meeting Condition (2).*

Identification of Tier II Schools (Condition 1)

(1) *The school is Title I-eligible and is within the lowest-achieving five percent of high schools or the five lowest-achieving, whichever number is greater. The guidance defines “Title I-eligible” as either a school currently receiving Title I funds or a school eligible for, but not receiving funds.*

- Rank order all high schools for which three years of index score data is available (N = 76)
- 5 % of 76 = 4 schools. The guidance requires that a minimum of 5 schools be identified.
- Determine the Title I eligibility of each school. (Note : Manchester West meets the lowest-performing criteria, but is not Title I eligible).
- ***Do not include high schools currently participating in SIG (Nute HS and Pittsfield HS).***

District	School	2007-08 Index Combined	2008-09 Index Combined	2009-10 Index Combined	Three-Year Cumulative Index Score
State of NH	Average Combined Index Score	146.7	154.4	156.1	457.2
Farmington	Farmington Senior High School	124.4	129.9	132.5	386.8
Franklin	Franklin High School	141.6	128.8	137.2	407.6
Hillsboro-Deering	Hillsboro-Deering High School	139	141.1	129.1	409.2
Laconia	Laconia High School	140.9	144.4	139.5	424.8
Littleton	Littleton High School	137.4	134.7	156.0	428.1

Identification of Tier II Schools (Condition 2)

(2) *The school has a graduation rate less than 60 percent over a number of years.*

- As noted in the identification of Tier I schools, there are no high schools meeting this criteria.

TIER III Schools

Schools categorized as Tier III must meet one of the following conditions:

- (1) *The school is a Title I School in Need of Improvement (SINI) that did not meet the Tier I criteria, OR*
- (2) *The school is a Title I-eligible school that does not meet the Tier I or Tier II requirements and is in the bottom 20 percent of all schools in the state or has not made AYP for any two years.*

Identification of Tier III Schools (Condition 1)

- (1) *The school is a Title I School in Need of Improvement (SINI) that did not meet the Tier I criteria.*
- As 7 of the 146 Title I Schools in Need of Improvement are eligible in Tier I, rank order the remaining Title I SINIs that are not currently participating in SIG. Elementary-middle and high schools are rank-ordered separately.

District	School	2006-07 Index Combined	2007-08 Index Combined	2008-09 Index Combined	2009-10 Index Combined	Cumulative Index Score
State of NH	Average Combined Index Score	171.8	174.2	176.5	178.5	701
Berlin	Brown Elementary School	149.6	153.2	163.3	155.6	621.7
Nashua	Ledge Street School	157	150	155.5	159.4	621.9
Newfound Area	Danbury Elementary School	156.7	150	153.5	164.9	625.1
Fall Mountain Regional	Charlestown Primary School	151.3	156.2	160	543165.1	632.6
Winchester	Winchester School	149.7	154.9	160.8	169	634.4
Claremont	Disnard Elementary School	162.6	154.5	156.2	163.7	637
Allenstown	Armand R. Dupont School	146.9	153.9	166.9	169.6	637.3
Somersworth	Somersworth Middle School	160.4	160.2	159	160.5	640.1
Hinsdale	Hinsdale Elementary School	156.2	152.9	158.8	172.5	640.4

District	School	2006-07 Index Combined	2007-08 Index Combined	2008-09 Index Combined	2009-10 Index Combined	Cumulative Index Score
Franklin	Bessie C. Rowell School	147.2	161.7	166	166.2	641.1
Monadnock Regional	Troy Elementary School	154	160.4	158.7	168.3	641.4
Newfound Area	Newfound Memorial Middle Sch	145.1	153.4	173.2	170.4	642.1
Newport	Newport Middle School	153.4	160.4	164.7	166.7	645.2
Contoocook Valley	Pierce Elementary School	164.6	150.4	170	163.3	648.3
Milton	Milton Elementary School	157.5	163.1	166.4	164.3	651.3
Goshen-Lempster Cooperative	Goshen-Lempster Cooperative	159.8	168.1	156.6	168.4	652.9
Allenstown	Allenstown Elementary School	158.5	157.7	166.1	171.2	653.5
Hinsdale	Hinsdale Middle	156.4	157.3	166.7	173.9	654.3
Nashua	Dr. Norman W. Crisp School	161.1	164	166.2	163.8	655.1
Newport	Towle Elementary School	150	161	176.6	168.4	656
Barnstead	Barnstead Elementary School	161.6	162.2	166.3	166	656.1
Somersworth	Hilltop School	158.1	164.1	173.9	161.2	657.3
Colebrook	Colebrook Elementary School	161.1	163.8	166.4	166.3	657.6
Manchester	Northwest Elementary School	158.9	160.7	167.1	171.6	658.3
Manchester	Hallsville School	159.5	164.4	161.6	174.6	660.1
Nashua	Mt. Pleasant School	165	164.2	164.8	166.9	660.9
Derry Cooperative	Grinnell School	161.8	164.7	163.3	171.5	661.3
Fremont	Ellis School	161	166.4	167.3	168.2	662.9
Concord	Dame School	172.1	157.9	152.9	180.5	663.4
Hillsboro-Deering Cooperative	Hillsboro-Deering Elementary	163.7	166.6	163.4	170.3	664
Pittsfield	Pittsfield Elementary School	163.5	163.2	165	172.5	664.2
District	School	2006-07 Index Combined	2007-08 Index Combined	2008-09 Index Combined	2009-10 Index Combined	Cumulative Index Score

Nashua	Fairgrounds Elementary School	163.3	173	160.6	169.7	666.6
Berlin	Hillside Elementary School	170.7	165.5	167.9	162.7	666.8
White Mountains Regional	Whitefield Elementary School	169.5	161.8	170	165.6	666.9
Unity	Unity Elementary School	172.1	168.3	165	166.8	672.2
Winnisquam Regional	Winnisquam Regional Middle Sch	164.4	166.9	175.1	166.8	673.2
Wakefield	Paul Elementary School	160.2	158.2	179.4	175.5	673.3
Haverhill Cooperative	Haverhill Cooperative Middle	158.5	164.8	169.2	181.8	674.3
Farmington	Valley View Community Elem	168	163.2	167.1	177.1	675.4
Dover	Woodman Park School	170.4	166.3	168.9	172.7	678.3
Raymond	Iber Holmes Gove Middle School	166.5	166.7	169.7	176	678.9
Claremont	Maple Avenue School	169.4	168.2	168.7	173.5	679.8
Wilton	Florence Rideout Elementary	173.5	166.6	169.4	170.6	680.1
Cornish	Cornish Elementary School	164.3	158.6	173.4	184.7	681
Mascoma Valley Regional	Indian River School	168.4	166.5	175.9	171.1	681.9
Newport	Richards Elementary School	170.4	169.6	170	172	682
Concord	Beaver Meadow School	172.5	171.7	170.5	167.5	682.2
Newfound Area	Bristol Elementary School	161.6	170.5	171.1	179.3	682.5
White Mountains Regional	Lancaster Elementary School	168.1	168.7	174.2	171.6	682.6
Seabrook	Seabrook Elementary School	167.9	176.7	169.5	168.8	682.9
Rochester	East Rochester School	171.3	167.7	170.8	173.6	683.4
Laconia	Pleasant Street School	173.2	174.9	165.7	169.7	683.5
Rochester	Chamberlain Street School	167.3	175.8	171.9	169.7	684.7
District	School	2006-07 Index Combined	2007-08 Index Combined	2008-09 Index Combined	2009-10 Index Combined	Cumulative Index Score

Raymond	Lamprey River Elementary Sch	167.1	167.1	171.7	179.6	685.5
Somersworth	Maple Wood Elementary School	174.7	172	170	169	685.7
Laconia	Woodland Heights Elem Sch	177	169.7	166.9	172.4	686
Merrimack Valley	Penacook Elementary School	168.4	167.1	173.6	179.6	688.7
Lincoln-Woodstock Cooperative	Lin-Wood Public School (Elem)	163.6	163.7	177.4	184.1	688.8
Winnisquam Regional	Southwick School	164	174.1	175.7	177	690.8
Lebanon	Hanover Street School	169.3	176	173.4	172.2	690.9
Mascenic Regional	Boynton Middle School	164.1	172.7	176.9	177.6	691.3
Hudson	Dr. H. O. Smith School	169.4	170.5	172.7	179	691.6
Rochester	William Allen School	173.7	174.7	172.9	172.1	693.4
Laconia	Elm Street School	166	175.9	175.2	177.6	694.7
Haverhill Cooperative	Woodsville Elementary School	167.4	170.1	177.3	181.7	696.5
Portsmouth	New Franklin School	165.5	171.1	178.1	183.1	697.8
Goffstown	Bartlett Elementary School	178.3	172.2	173.1	174.8	698.4
Newfound Area	New Hampton Community School	167.9	167.9	179.7	183.8	699.3
Rollinsford	Rollinsford Grade School	175.9	172.1	174.7	176.6	699.3
Weare	Weare Middle School	168	173.5	176.3	182.1	699.9
Rochester	School Street School	163.9	166.5	190.8	179.6	700.8
Concord	Rundlett Middle School	174.4	174.4	176	177.7	702.5
Weare	Center Woods School	173.2	175.8	176	178.1	703.1
Deerfield	Deerfield Community School	171.1	173.4	175.8	183.1	703.4
District	School	2006-07 Index Combined	2007-08 Index Combined	2008-09 Index Combined	2009-10 Index Combined	Cumulative Index Score

Governor Wentworth Regional	Ossipee Central School	170.1	175.7	178.3	179.9	704
Governor Wentworth Regional	Kingswood Regional Middle Sch	171.9	176	183.1	173.2	704.2
Barrington	Barrington Elementary School	169.1	175.4	177.9	182	704.4
Mascoma Valley Regional	Enfield Elementary School	182.1	172.8	173.6	176.7	705.2
Litchfield	Litchfield Middle School	170.5	170.8	180.6	183.4	705.3
Portsmouth	Mary C. Dondero Elementary Sch	177	179.2	176.4	172.7	705.3
Northwood	Northwood Elementary School	174.6	176.2	179.4	176.4	706.6
Inter-Lakes Cooperative	Inter-Lakes Middle Tier	172.6	175.3	176.3	182.8	707
Gilmanton	Gilmanton Elementary School	170.7	170.9	177.6	188.1	707.3
Chesterfield	Chesterfield Central School	167.4	179.3	180.5	182.7	709.9
Lebanon	Lebanon Junior High School	172.9	172.7	183.2	182.4	711.2
Shaker Regional	Belmont Middle School	173.3	178.1	177.7	182.9	712
Jaffrey-Rindge Cooperative	Jaffrey Grade School	170.4	176.9	181.9	183.1	712.3
Epping	Epping Elementary School	173	180.9	178.8	179.7	712.4
Littleton	Mildred C. Lakeway School	176	174.8	174.9	186.9	712.6
Londonderry	North Londonderry Elementary	181.8	177.4	176.5	177.9	713.6
Lebanon	Mt. Lebanon School	180.3	178.7	177.4	177.9	714.3
Sanborn Regional	Memorial School	180.3	177.6	177.7	178.8	714.4
Dover	Dover Middle School	175.3	177	180.7	181.4	714.4
Merrimack Valley	Boscawen Elementary School	177.4	176.9	174.7	186.3	715.3
Kearsarge Regional	Kearsarge Regional Middle Sch	175.7	174.2	182.8	183.1	715.8
District	School	2006-07 Index Combined	2007-08 Index Combined	2008-09 Index Combined	2009-10 Index Combined	Cumulative Index Score
Sanborn Regional	Daniel J. Bakie School	175.6	174.3	181.8	184.3	716

Hudson	Nottingham West Elementary	174.5	179.7	179.3	183.2	716.7
Andover	Andover Elementary School	178.6	175.6	179	185.2	718.4
Gorham Randolph Shelburne Coop	Edward Fenn School	177.9	181.2	179.4	181.3	719.8
Milford	Heron Pond Elementary School	180	180.1	179.6	180.3	720
Milford	Jacques Memorial Elementary	inherits SINI designation of Heron Pond Elementary				
Conway	John H. Fuller School	175.9	180.5	180.9	183.2	720.5
Nottingham	Nottingham Elementary School	178	177.1	183.6	182	720.7
Marlborough	Marlborough Elementary School	177	169.7	183.8	190.6	721.1
Newmarket	Newmarket Elementary School	177.6	179.7	181.1	183.6	722
Timberlane Regional	Pollard Elementary School	177.9	181.2	180.2	182.9	722.2
Concord	Broken Ground School	178	180.1	182.4	182.2	722.7
Derry Cooperative	Ernest P. Barka Elementary Sch	173.4	180.7	182.6	186.2	722.9
Keene	Jonathan M. Daniels School	178.3	181	175.5	188.2	723
Inter-Lakes Cooperative	Inter-Lakes Elementary School	180.1	185.2	175.9	182.9	724.1
Pelham	Pelham Elementary School	178.1	182.4	182.4	181.5	724.4
Salem	Mary A. Fisk Elementary School	176.1	182	184.5	182.2	724.8
Henniker	Henniker Community School	178.1	180.2	182.4	186.1	726.8
Goffstown	Maple Avenue School	181.9	179.2	179.5	186.5	727.1
Hooksett	David R. Cawley Middle School	181.2	181.2	183.4	182.8	728.6
Rochester	McClelland School	173.6	183.6	186.5	184.9	728.6
Hudson	Hills Garrison Elementary School	178.3	182.9	185.5	182.6	729.3
District	School	2006-07 Index Combined	2007-08 Index Combined	2008-09 Index Combined	2009-10 Index Combined	Cumulative Index Score
Keene	Symonds Elementary School	176.5	181.9	179	192.5	729.9
Mont Vernon	Mont Vernon Village School	179.3	182.6	181.7	187.1	730.7

Chester	Chester Academy	181.3	181.6	182.9	185.8	731.6
Bethlehem	Bethlehem Elementary School	183.4	182.1	182.6	184.4	732.5
Litchfield	Griffin Memorial School	181.3	181.2	184.5	185.5	732.5
Hooksett	Hooksett Memorial School	181.4	181.7	183.5	186.3	732.9
Concord	Kimball-Walker School at Rumford	178.6	182.8	189.4	185	735.8
Londonderry	South Londonderry Elementary	186.1	181.9	184.1	184.2	736.3
Hooksett	Fred C. Underhill School	182.2	181.8	182.1	192	738.1
Bow	Bow Elementary School	185.3	186	184	185.2	740.5
Westmoreland	Westmoreland School	182.1	186.5	186	188.9	743.5
Amherst	Clark Wilkins	185.4	186.6	188.3	189.9	750.2
Exeter Region Cooperative	Cooperative Middle School	186.8	185.5	189	192	753.3
Amherst	Amherst Middle School	186.7	192.2	187.7	189.8	756.4
District	<u>Title I SINI High Schools</u>		2007-08 Index Combined	2008-09 Index Combined	2009-10 Index Combined	Cumulative Index Score
State of NH	Average Combined Index Score		146.7	154.4	156.1	457.2
Mascenic Regional	Mascenic Regional High School		142.7	145.2	149.2	437.1
White Mts. Regional	White Mts. Regional High School		148.1	151.9	137.9	437.9
Prospect Mt. JMA	Prospect Mt. High School		145.6	153.1	150.8	449.5
Raymond	Raymond High School		148.9	145.7	158.8	453.4
Concord	Concord High School		158.7	157.9	152.7	469.3
John Stark Regional	John Stark Regional High School		155.0	165.8	160.5	481.3

Identification of Tier III Schools (Condition 2)

(2) The school must be Title I eligible, must not meet the Tier I or Tier II requirements , and is in the bottom 20 percent of all schools in the state or has not made AYP for at least two years.

- Determine which elementary/middle schools are within the bottom 20 percent:
--20% of 367 elementary/middle schools = 73, ranked low to high.
- Determine which of the schools in the bottom 20 percent are Title I eligible and also did not meet the Tier I or Tier II requirements.
- Note: The following schools are within the bottom 20 percent but do not meet the Title I eligibility requirements:
--Manchester Schools (Hillside Middle, Highland Goffs-Falls, Weston, Webster, Jewett)
--Marlow (John Perkins Elementary)
--Fall Mountain (North Walpole Elementary)

District	School	2006-07 Index Combined	2007-08 Index Combined	2008-09 Index Combined	2009-10 Index Combined	Cumulative Index Score
State of NH	Average Combined Index Score	171.8	174.2	176.5	178.5	701.0
Hillsboro-Deering	Hillsboro-Deering Middle School	152.8	149.5	159.1	163.9	625.3
Claremont	Claremont Middle School	157.9	159.1	158.0	158.0	633.0
Northumberland	Groveton High School (Middle)	149.2	157.3	172.4	157.6	636.5
Croydon	Croydon Village School	175.0	170.8	150.0	141.5	637.3
Monadnock Regional	Gilsum Elementary School	141.5	154.0	155.3	187.3	638.1
Stewartstown	Stewartstown Community School	162.6	163.3	155.5	157.0	638.4
Monadnock Regional	Monadnock Regional Middle Sch	148.4	170.1	165.4	156.6	640.5
Hill	Jennie Blake School	149.9	159.7	159.6	171.7	640.9
Fall Mountain Regional	Acworth Elementary	164.7	160.9	170.6	147.8	644.0
Seabrook	Seabrook Middle School	144.7	158.7	171.9	171.2	646.5
Wilton-Lyndeborough	Wilton-Lyndeborough Middle	165.4	163.4	166.2	152.9	647.9
Berlin	Berlin Junior High School	152.1	162.6	166.5	175.1	656.3
Rochester	Rochester Middle School	153.9	162.7	171.3	170.6	658.5
Stratford	Stratford Public School (Elem)	162.3	160.3	163.2	173.4	659.2
Pittsburg	Pittsburg Elementary	170.9	162.7	169.9	155.9	659.4
Claremont	Bluff School	160.5	160.3	167.3	172.9	661.0
Lisbon Regional	Lisbon Regional (Middle)	161.3	150.3	169.5	182.9	664.0
Merrimack Valley	Merrimack Valley Middle	158.9	165.2	168.8	171.2	664.1

Total: 18 elementary/middle schools

- Determine which high schools are within the bottom 20 percent:
--20% of 76 high schools = 15, ranked low to high.
- Determine which of the schools in the bottom 20 percent are Title I eligible and also did not meet the Tier I or Tier II requirements.
- Note: Manchester West HS, Manchester Memorial HS, and Spaulding HS are within the bottom 20 percent, but do not meet the Title I eligibility requirements.

District	School	2007-08 Index Combined	2008-09 Index Combined	2009-10 Index Combined	Cumulative Index Score
State of NH	Average Combined Index Score	146.7	154.4	156.1	457.2
Epping	Epping High School	142.7	132.1	153.9	428.7
Jaffrey-Rindge Cooperative	Conant High School	142.1	148.6	139.2	429.9
Claremont	Stevens High School	141.6	141.6	146.8	430.0
Monadnock Regional	Monadnock Regional High School	122.7	154.6	153.9	431.2
Berlin	Berlin Senior High School	128.2	153.7	149.9	431.8

Total: 5 high schools

LEA Appendix B: New Hampshire's Persistently Lowest-Achieving Schools Definition

The following provides details as to the information and process used by New Hampshire to identify the persistently lowest-achieving schools.

Definitions from New Hampshire's Rules for Public School Approval (NH RSA 189:25):

- A public school containing any of the grades kindergarten through 8 is classified as an elementary school.
- A public elementary school containing any combination of grades 4-8 may be classified as a public middle school, subject to meeting the rules applicable to all middle schools. (NH RSA 189:25)
- A public school or public academy containing any of the grades 9 through 12 is classified as a secondary, or high school, subject to meeting the rules applicable to all high schools.

Using the above referenced state definitions and in accordance with guidance provided within the Frequently Asked Questions Concerning Phase II of the State Fiscal Stabilization Fund document, items B-V-4 through B-V-18, New Hampshire developed the following:

New Hampshire's "persistently lowest-achieving schools" are:

- (a) Any Title I school in improvement, corrective action, or restructuring that —
 - (iii) Is among the lowest-achieving five percent of Title I Schools in Need Improvement, Corrective Action, or Restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
 - (iv) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years;and
- (b) Any secondary school that is eligible for, but does not receive, Title I funds that —
 - (iii) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
 - (iv) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.

IDENTIFICATION PROCESS

Review of student achievement results. All available student achievement data for the “all students” group from New Hampshire’s approved state assessment, the New England Common Assessment Program (NECAP), was reviewed for each school on the above-referenced lists. Four years of NECAP data (2006-2009) was reviewed for elementary and middle schools, and three years of NECAP data (2007 - 2009) was reviewed for high schools. As the data available increases in future years, four years of data across all school attendance areas will be used. As the raw student achievement data for the state’s reading and mathematics assessments converts to a 100-point index score system, the index scores in each content area for the “all students” group were added together for each school in order to produce an annual combined score. The index system is consistent with items B-V-8 and B-V-16 through B-V-18 of the Frequently Asked Questions Concerning Phase II of the State Fiscal Stabilization Fund document. The annual combined scores were then totaled (four years for elementary or middle schools and three years for high schools) to produce a cumulative achievement score for each school. New Hampshire chose not to weight data used in identifying the persistently lowest-achieving schools.

Selection of schools. For each list, schools were rank-ordered from lowest to highest on the basis of the cumulative achievement score. Schools at the top of each rank-ordered list were determined to be the state’s persistently lowest-achieving. Seven elementary and/or middle schools (5% of 146) from the Title I Schools in Need of Improvement, Corrective Action, or Restructuring list, and five high schools from the Title I Eligible list were selected (as of December 2010).

Based on the most recent four years of data, no high school in New Hampshire (as of December 2010) met the selection criteria for low graduation rate (graduation rate less than 60 percent over a number of years).

LEA Appendix C: Baseline School Data Profile

School Name:			
	2008-2009	2009-2010	2010-2011
Number of minutes within the school year that all students were required to be at school and any additional learning time (e.g. before or after school, weekend school, summer school) for which all students had the opportunity to participate.	5400	5400	5400
Does the school provide any of the following in order to offer increased learning time: <ul style="list-style-type: none"> • longer school day • before or after school • summer school • weekend school • Other 	n/a	n/a	n/a
The number of school days during the school year (plus summer, if applicable, if part of implementing the	180	180	180

restart, transformation or turnaround model) students attended school divided by the maximum number of days students could have attended school during the regular school year;			
Student dropout rate	n/a	n/a	n/a
Student attendance rate	94.0	95.3	95.6
The number of students who completed advanced coursework (such as Advanced Placement International Baccalaureate classes, or advanced mathematics);	n/a	n/a	n/a
The number of high school students who complete at least one class in a postsecondary institution;	n/a	n/a	n/a
The number of students who complete advance coursework AND complete at least one class in a postsecondary institution;	n/a	n/a	n/a
Number of discipline incidents	5	7	15
Number of truant students	0	0	0
The number of FTE days teachers worked divided by the maximum number of FTE-teacher working	11	11	10

days;			
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;	100%	98%	100%
Distribution of teachers by performance level on an LEA's teacher evaluation system	n/a	n/a	n/a
Teacher attendance rate	93	92.8	94.9

LEA Appendix D: LEA Capacity Rubric

Criteria	Poor	Satisfactory	Strong	LEA Self Assessment
LEA governance and decision making methods	LEA governance is structured in a method that allows for no district or school level decision making authority in regards to reform initiatives, with decision power held by the local school board	LEA governance is structured in a method that allows for district level decision making authority in regards to reform initiatives	LEA governance is structured in a method that allows for district and school level decision making authority in regards to reform initiatives, allowing for operational flexibility at the school level	<input type="checkbox"/> Poor <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Strong

Title I audit reports	Findings in areas requiring a repayment of funds	Findings in areas noted-repayment of funds not required	No findings in the fiscal area	<input type="checkbox"/> Poor <input type="checkbox"/> Satisfactory <input type="checkbox"/> Strong <input checked="" type="checkbox"/> X Not available
Approval of the district in need of improvement and/or school in need of improvement plans	Not approved by the SEA	Approved by the SEA with revisions	Approved by the SEA without revisions	<input type="checkbox"/> Poor <input checked="" type="checkbox"/> X Satisfactory <input type="checkbox"/> Strong
Development of schools as professional learning communities	The school has not yet begun to address the practice of a professional learning community or an effort has been made to address the practice of professional learning communities, but has not yet begun to impact a critical mass of staff members.	A critical mass of staff has begun to engage in professional learning community practice. Members are being asked to modify their thinking as well as their traditional practice. Structural changes are being met to support the transition.	The practice of professional learning communities is deeply embedded in the culture of the school. It is a driving force in the daily work of the staff. It is deeply internalized and staff would resist attempts to abandon the practice.	<input checked="" type="checkbox"/> X Poor <input type="checkbox"/> Satisfactory <input type="checkbox"/> Strong
Identification of district leadership team and assignment of responsibilities	No district leadership team nor identified person assigned for monitoring implementation	Lacks specific identification of personnel for the district leadership team and for monitoring implementation.	A specific district leadership team is identified and one or more persons are assigned for monitoring implementation.	<input type="checkbox"/> Poor <input checked="" type="checkbox"/> X Satisfactory <input type="checkbox"/> Strong
School Leadership Team	School leadership team members are identified on the district and school level, but little evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been met.	School leadership team members are identified on the district and school level and evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been met.	School leadership team members are identified on the district and school level and include a wide range of stakeholders Evidence is produced to document whether the requirements of NCLB Sections 1116 and 1117 have been exceeded.	<input type="checkbox"/> Poor <input checked="" type="checkbox"/> X Satisfactory <input type="checkbox"/> Strong
This LEA self-assessment will be reviewed in the application review process as a means of understanding the current state of capacity in the LEA. Needs in this area may be identified which may lead to a focus on development of this area in the application. If there are areas of concern, conversations will be held with the LEA to reach a conclusion regarding LEA capacity.				

9. **Evaluation Process:** *(Describe how you will evaluate that services have been delivered successfully.)*

LEA Appendix F: Equipment Justification Form

<p>Item Description:</p> <p>Computer for Alstead Primary School Lab - \$17,980</p> <p>Plus misc. wires and etc.</p> <p>Computer tables and chairs \$2,500</p>		
<p>Number to be purchased: 20</p>	<p>Approximate cost per item: \$899 include per student or per teacher information</p>	<p>Total Cost: \$20,480</p>
<p>Location:</p> <p>Where will the equipment be used? Alstead Primary School</p>		
<p>Purpose:</p> <p>Detail the following:</p> <ul style="list-style-type: none"> ● How will it support the program? Technology is an integral part of education. We must prepare all students with required technology skills so that they are prepared for digital citizenship such as communication, access, literacy, etiquette, digital law, rights and responsibilities, digital wellness and security/self protection. ● Who will use it? And All students at Alstead Primary School will use the computers The Media Specialist will work with Classroom teachers to integrate technology with Library skill. Students will learn how to do research project, power point presentations and start on preparing their electronic portfolio Technology based educational programs are not available at Alstead Primary School ● How many students/staff will use it? Students in all grades will utilize the computer lab 		

We will make the lab available to parent training

Teachers will utilize the lab for research projects and instruction

Reasonableness:

- Justify the need; and
- Explain how it is not otherwise available through the district.

- Currently, there is no permanent technology lab at Alstead Primary School
- When student take the MAPS assessment- they must walk over to the middle school and use their lab
- Most of the district's elementary schools have a computer lab in the buildings

Storage:

Where will the equipment be located/stored

Inventory and Tracking:

Identify the person responsible the following: Lynne Phillips – Technology Director

Entering equipment on Title I Equipment Inventory Report - Lori Landry, Assistant Superintendent

Tracking equipment if moved from above location – will not be removed from location

Signing equipment in and out if equipment is approved for student use - Will not be removed from Computer Lab

Storing equipment over the summer Lab will be in use for summer activities

LEA Appendix F: Equipment Justification Form

Item Description:

Interactive White Boards (Smart Boards)

9 boards @ \$1,400 = \$12,600

LCD and mounts 9@ \$570 = \$5,130

Document cameras 9 @ \$350 = \$3,150

<p>Wireless access points 9 @ \$430 = \$3,870</p> <p>HP procure Switch (1) = \$2,627.23</p> <p>Plus misc. wires and etc.</p> <p>Computer tables and chairs \$2,500</p>		
<p>Number to be purchased: 9 white boards and misc equipment to support the interactive boards</p>	<p>Approximate cost per item: \$1400 Per interactive white board to be placed in all of the classrooms</p>	<p>Total Cost: \$27,377.23</p>
<p>Location: Where will the equipment be used? Alstead Primary School Each classroom will have a white/smart board</p>		
<p>Purpose: Detail the following:</p> <ul style="list-style-type: none"> • How will it support the program? Technology is an integral part of education. We must prepare all students with required technology skills so that they are prepared for digital citizenship such as communication, access, literacy, etiquette, digital law, rights and responsibilities, digital wellness and security/self protection. The interactive boards will fully engage the students. • Who will use it? And Teachers at APS will utilize state of the art technology in engaging student participation and involvement in daily instruction. Students in the skill center with limited mobility will be able to use the device to demonstrate understanding of state standards to students who are gifted and talented. Research has indicated that students respond to technology devices. The smart board is to interactive and lesson can be saved and re played as a tutorial, thus creating a Distance Learning Environment. The interactive white/smart board is a powerful instructional tool in bringing forth a digital lesson. Currently, technology based 21 St. Century educational programs are not available at Alstead Primary School. There is limited computers and limited software programs and access for students. • How many students/staff will use it? All students will have access Every classroom will be equip with the interactive device We will provide training to parents to better understand the instructional valve of the board 		

We will post smart board lesson that are align to our curriculum standards

Reasonableness:

- Justify the need; and
- Explain how it is not otherwise available through the district.

Currently, there is limited technology equipment at Alstead Primary School
Teachers have limited access and training
Students must walk to another building in order to participate in the MAPS assessments

Storage:

Where will the equipment be located/stored

All White/smart boards will be mounted in each classroom

Inventory and Tracking:

Identify the person responsible the following: Lynne Phillips – Technology Director

Entering equipment on Title I Equipment Inventory Report - Lori Landry, Assistant Superintendent

Tracking equipment if moved from above location – will not be removed from location

Signing equipment in and out if equipment is approved for student use - Will not be removed from Computer Lab

Storing equipment over the summer Lab will be in use for summer activities

LEA Appendix F: Equipment Justification Form

<p>Item Description:</p> <p>I pads for classroom instruction</p> <p>24 ipdas and powerSyn Cart for Ipad</p> <p>Ipads \$4,790 + \$499</p> <p>Cart = \$2599.95</p>		
<p>Number to be purchased: 24</p>	<p>Approximate cost per item: \$499 To be shared</p>	<p>Total Cost: \$14,175.95</p>
<p>Location:</p> <p>Where will the equipment be used? Alstead Primary School In classrooms</p>		
<p>Purpose:</p> <p>Detail the following:</p> <ul style="list-style-type: none"> ● How will it support the program? It is one device that will support our digital curriculum and portable for students to use at home The Ipad is a mobile classroom tool for all students Students with disabilities, the ipad will provide them a way to keep up in the classroom and to provide extra practice at home. Thus bridging the gap between school and the parents All textbooks can be downloaded onto the Ipad, one device for numerous subjects ● Who will use it? Students in the classroom and at home ● How many students/staff will use it? Students in all grades will utilize the ipad <li style="padding-left: 40px;">We will make the ipads available for students to take home especially when internet access is not available to them at home 		
<p>Reasonableness:</p> <ul style="list-style-type: none"> ● Justify the need; and ● Explain how it is not otherwise available through the district. 		

Reach all students in the classroom by handing them the wireless slate and giving them the opportunity to solve problems or demonstrate their knowledge on a specific subject. The Ipad will make the classroom mobile, where lessons can be downloaded and reviewed again at a later time. Instant access to the students reading, writing and math assignments can be brought home instead of the agenda books that are never filled out

Storage:

Where will the equipment be located/stored

In the classrooms at Alstead Primary School

Inventory and Tracking:

Identify the person responsible the following: Lynne Phillips – Technology Director

Entering equipment on Title I Equipment Inventory Report - Lori Landry, Assistant Superintendent

Tracking equipment if moved from above location – will not be removed from location

Storing equipment over the summer – unless in use during our summer program

LEA Appendix G: Application Scoring Rubrics

**New Hampshire Department of Education
1003(g) School Improvement Grant (SIG)
District Scoring Rubric**

This version is to be used for any LEA that has at least one Tier I and/or Tier II AND a Tier III school.

SAU#: _____ District Name: _____ Total # of Schools Applying: _____						
Reviewer Name: _____ District Score: _____						
Directions: Circle the appropriate point values and total each column	Information Not Provided	Lacks Sufficient Information	Marginal: requires clarification or additional information	Good: clear & complete; all areas addressed	Exemplary: well conceived & thoroughly developed	Reader Comments
1) LEA has submitted a completed district cover page and listed the names and titles of SIG coordinator and committee members.	0	0	0	1	2	
<i>A - Schools to be served:</i>						
1) The name(s) of all schools in the SAU applying for funds was provided and all fields were completely filled in.	0	0	0	0	0	
<i>B - Descriptive Information – Evidence for each Tier I and Tier II school</i>						
1) The needs assessment adequately addressed all areas on the <i>Needs Assessment Rubric</i> and the <i>Baseline School Data Profile</i> was complete. The LEA described the results of the needs assessment conducted for each Tier I and Tier II school the LEA proposes to serve, and the relationship of those results to the selection of the Intervention Model indicated above.	0	1	2	4	6	

<p>2) Consider LEA’s self assessment on the LEA Capacity Rubric (SEA application-Appendix D).</p> <p>The LEA also, described the LEA’s capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school to ensure the full and effective implementation of the Intervention Model selected for each school.</p> <p>Base rating on measurements from the Intervention & Budget Alignment Rubric in the SEA application-Appendix E .</p>	0	1	2	4	6	
<p>3) Provided an explanation for any eligible Tier I school the LEA has elected to NOT include in its application to support the LEA’s decision that it lacks the capacity to serve such school(s).</p>	0	0	0	0	0	
<p>4) For each school the LEA is committed to serve, a brief summary was provided that describes actions the LEA has taken, or will take to:</p> <ul style="list-style-type: none"> f. Design and implement interventions consistent with the final SIG requirements; g. If planning to contract with a service provider to assist in implementing an intervention model, how the LEA will recruit, screen, and select external providers to ensure their quality; h. How the LEA will align other resources with the interventions; i. How the LEA will modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively; and j. How the LEA and school will sustain the reforms after the funding period ends. <p>Base rating on measurements from the Commitment to Assurances Rubric in the SEA application-Appendix F</p>	0	1	2	4	6	

5) Provided a timeline delineating the steps the LEA will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA application.	0	1	2	4	6	
6) As part of the LEA's plan to monitor progress in each Tier I and Tier II school included in this application, provided the LEA's annual student achievement goals in Reading and Mathematics for each Tier I and Tier II school's state assessment results.	0	1	2	4	6	
7) Described the intervention model proposed for each <u>Tier III</u> school the LEA has committed to serve. (Note: Priority in terms of grant approval and funding will be given to Tier III schools proposing to implement one of the four Intervention Models required for Tier I and Tier II schools).	0	1	2	4	6	
8) Described the goals the LEA has established (subject to approval by the NH DOE) in order to hold accountable the Tier III schools that receive SIG funds.	0	1	2	4	6	
9) Described how the LEA consulted with relevant stakeholders regarding the LEA's application and implementation of SIG intervention models.	0	1	2	4	6	
10) Described the process the LEA will use to (a) recruit a new principal for the purpose of effective implementation of the turnaround or transformation model; and (b) a description of existing partnerships or potential partnerships the LEA will form to effectively implement a restart model.	0	1	2	4	6	
11) Described the commitment of the school community (school board, school staff, parents/guardians, etc.) to eliminate barriers and change policies and practices to support the intervention models.	0	1	2	4	6	

<p>Action Plan</p> <p>Year 1 Action Plan is complete including:</p> <ul style="list-style-type: none"> • Goal • Strategy • Activities target the needs identified in the needs assessment and will have the greatest impact on student achievement. • Pre-implementation activities are appropriate and within the SIG guidance. • Resources • Timeline • Oversight • Monitoring of implementation • Monitoring of effectiveness • Funds needed <p>The model chosen is clearly connected to the activities chosen in the Action Plan.</p>	0	1	2	4	6	
<i>C – Budget</i>						
1) Completed the Overview Budget grid	0	0	0	0	1	
2) Completed the Three Year School Budget Plan (1 per school)	0	0	0	0	1	
3) Completed the One Year (2010-2011) Detail School Budget Narrative (including pre-implementation expenses if the district is choosing to utilize them-not required) and justification forms (if applicable). <i>Include in comments section remarks as to the reasonableness of the expenses as presented.</i>	0	0	0	0	1	
<i>D - Assurances</i>						
1) Signed Assurance page	0	0	0	0	1	
<i>E - Waivers</i>						
1) Is the LEA applying for any waivers?	0	0	0	0	0	

LEA Appendix G: Application Scoring Rubrics

**New Hampshire Department of Education
1003(g) School Improvement Grant (SIG)
District Scoring Rubric**

This version is to be used for LEA's that have Tier I and/or Tier II schools only.

SAU#: _____ District Name: _____ Total # of Schools Applying: _____						
Reviewer Name: _____ District Score: _____						
Directions: Circle the appropriate point values and total each column	Information Not Provided	Lacks Sufficient Information	Marginal: requires clarification or additional information	Good: clear & complete; all areas addressed	Exemplary: well conceived & thoroughly developed	Reader Comments
1) LEA has submitted a completed district cover page and listed the names and titles of SIG coordinator and committee members.	0	0	0	1	2	
<i>A - Schools to be served:</i>						
1) The name(s) of all schools in the SAU applying for funds was provided and all fields were completely filled in.	0	0	0	0	0	
<i>B - Descriptive Information – Evidence for each Tier I and Tier II school</i>						
1) The needs assessment adequately addressed all areas on the <i>Needs Assessment Rubric</i> and the <i>Baseline School Data Profile</i> was complete. Described the results of the needs assessment conducted for each Tier I and Tier II school the LEA proposes to serve, and the relationship of those results to the selection of the Intervention Model indicated above.	0	1	2	4	6	

<p>2) Consider LEA’s self assessment on the LEA Capacity Rubric (SEA application-Appendix D).</p> <p>The LEA also, described the LEA’s capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school to ensure the full and effective implementation of the Intervention Model selected for each school.</p> <p>Base rating on measurements from the Intervention & Budget Alignment Rubric in the SEA application-Appendix E .</p>	0	1	2	4	6	
<p>3) Provided an explanation for any eligible Tier I school the LEA has elected to NOT include in its application to support the LEA’s decision that it lacks the capacity to serve such school(s).</p>	0	0	0	0	0	
<p>4) For each school the LEA is committed to serve, a brief summary was provided that describes actions the LEA has taken, or will take to:</p> <ul style="list-style-type: none"> k. Design and implement interventions consistent with the final SIG requirements; l. If planning to contract with a service provider to assist in implementing an intervention model, how the LEA will recruit, screen, and select external providers to ensure their quality; m. How the LEA will align other resources with the interventions; n. How the LEA will modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively; and o. How the LEA and school will sustain the reforms after the funding period ends. <p>Base rating on measurements from the Commitment to Assurances Rubric in the SEA application-Appendix F</p>	0	1	2	4	6	

5) Provided a timeline delineating the steps the LEA will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA application.	0	1	2	4	6	
6) As part of the LEA's plan to monitor progress in each Tier I and Tier II school included in this application, provided the LEA's annual student achievement goals in Reading and Mathematics for each Tier I and Tier II school's state assessment results.	0	1	2	4	6	
7) Described the intervention model proposed for each <u>Tier III</u> school the LEA has committed to serve. (Note: Priority in terms of grant approval and funding will be given to Tier III schools proposing to implement one of the four Intervention Models required for Tier I and Tier II schools).	0	0	0	0	0	N/A
8) Described the goals the LEA has established (subject to approval by the NH DOE) in order to hold accountable the Tier III schools that receive SIG funds.	0	0	0	0	0	N/A
9) Described how the LEA consulted with relevant stakeholders regarding the LEA's application and implementation of SIG intervention models.	0	1	2	4	6	
10) Described the process the LEA will use to (a) recruit a new principal for the purpose of effective implementation of the turnaround or transformation model; and (b) a description of existing partnerships or potential partnerships the LEA will form to effectively implement a restart model.	0	1	2	4	6	
11) Described the commitment of the school community (school board, school staff, parents/guardians, etc.) to eliminate barriers and change policies and practices to support the intervention models.	0	1	2	4	6	

<p>Action Plan</p> <p>Year 1 Action Plan is complete including:</p> <ul style="list-style-type: none"> • Goal • Strategy • Activities target the needs identified in the needs assessment and will have the greatest impact on student achievement. • Pre-implementation activities are appropriate and within the SIG guidance. • Resources • Timeline • Oversight • Monitoring of implementation • Monitoring of effectiveness • Funds needed <p>The model chosen is clearly connected to the activities chosen in the Action Plan.</p>	0	1	2	4	6	
<i>C – Budget</i>						
1) Completed the Overview Budget grid	0	0	0	0	1	
2) Completed the Three Year School Budget Plan (1 per school)	0	0	0	0	1	
3) Completed the One Year (2010-2011) Detail School Budget Narrative (including pre-implementation expenses if the district is choosing to utilize them-not required) and justification forms (if applicable). <i>Include in comments section remarks as to the reasonableness of the expenses as presented.</i>	0	0	0	0	1	
<i>D - Assurances</i>						
1) Signed Assurance page	0	0	0	0	1	
<i>E - Waivers</i>						
1) Is the LEA applying for any waivers?	0	0	0	0	0	

LEA Appendix G: Application Scoring Rubrics

**New Hampshire Department of Education
1003(g) School Improvement Grant (SIG)
District Scoring Rubric**

This version is to be used for any LEA that has a Tier III school only.

SAU#: _____	District Name: _____	Total # of Schools Applying: _____				
Reviewer Name: _____		District Score: _____				
Directions: Circle the appropriate point values and total each column	Information Not Provided	Lacks Sufficient Information	Marginal: requires clarification or additional information	Good: clear & complete; all areas addressed	Exemplary: well conceived & thoroughly developed	Reader Comments
1) LEA has submitted a completed district cover page and listed the names and titles of SIG coordinator and committee members.	0	0	0	1	2	
<i>A - Schools to be served:</i>						
1) The name(s) of all schools in the SAU applying for funds was provided and all fields were completely filled in.	0	0	0	0	0	
<i>B - Descriptive Information – Evidence for each Tier I and Tier II school</i>						
1) The needs assessment adequately addressed all areas on the <i>Needs Assessment Rubric</i> and the <i>Baseline School Data Profile</i> was complete. Described the results of the needs assessment conducted for each Tier I and Tier II school the LEA proposes to serve, and the relationship of those results to the selection of the Intervention Model indicated above.	0	0	0	0	0	N/A

<p>2) Consider LEA’s self assessment on the LEA Capacity Rubric (SEA application-Appendix D).</p> <p>The LEA also, described the LEA’s capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school to ensure the full and effective implementation of the Intervention Model selected for each school.</p> <p>Base rating on measurements from the Intervention & Budget Alignment Rubric in the SEA application-Appendix E .</p>	0	0	0	0	0	N/A
<p>3) Provided an explanation for any eligible Tier I school the LEA has elected to NOT include in its application to support the LEA’s decision that it lacks the capacity to serve such school(s).</p>	0	0	0	0	0	
<p>4) For each school the LEA is committed to serve, a brief summary was provided that describes actions the LEA has taken, or will take to:</p> <ul style="list-style-type: none"> p. Design and implement interventions consistent with the final SIG requirements; q. If planning to contract with a service provider to assist in implementing an intervention model, how the LEA will recruit, screen, and select external providers to ensure their quality; r. How the LEA will align other resources with the interventions; s. How the LEA will modify practices or policies, if necessary, to enable the school to implement the interventions fully and effectively; and t. How the LEA and school will sustain the reforms after the funding period ends. <p>Base rating on measurements from the Commitment to Assurances Rubric in the SEA application-Appendix F</p>	0	1	2	4	6	

5) Provided a timeline delineating the steps the LEA will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA application.	0	0	0	0	0	N/A
6) As part of the LEA's plan to monitor progress in each Tier I and Tier II school included in this application, provided the LEA's annual student achievement goals in Reading and Mathematics for each Tier I and Tier II school's state assessment results.	0	0	0	0	0	N/A
7) Described the intervention model proposed for each <u>Tier III</u> school the LEA has committed to serve. (Note: Priority in terms of grant approval and funding will be given to Tier III schools proposing to implement one of the four Intervention Models required for Tier I and Tier II schools).	0	1	2	4	6	
8) Described the goals the LEA has established (subject to approval by the NH DOE) in order to hold accountable the Tier III schools that receive SIG funds.	0	1	2	4	6	
9) Described how the LEA consulted with relevant stakeholders regarding the LEA's application and implementation of SIG intervention models.	0	1	2	4	6	
10) Described the process the LEA will use to (a) recruit a new principal for the purpose of effective implementation of the turnaround or transformation model; and (b) a description of existing partnerships or potential partnerships the LEA will form to effectively implement a restart model.	0	1	2	4	6	
11) Described the commitment of the school community (school board, school staff, parents/guardians, etc.) to eliminate barriers and change policies and practices to support the intervention models.	0	1	2	4	6	

Action Plan Year 1 Action Plan is complete including: <ul style="list-style-type: none"> • Goal • Strategy • Activities target the needs identified in the needs assessment and will have the greatest impact on student achievement. • Pre-implementation activities are appropriate and within the SIG guidance. • Resources • Timeline • Oversight • Monitoring of implementation • Monitoring of effectiveness • Funds needed The model chosen is clearly connected to the activities chosen in the Action Plan.	0	1	2	4	6	
<i>C – Budget</i>						
1) Completed the Overview Budget grid	0	0	0	0	1	
2) Completed the Three Year School Budget Plan (1 per school)	0	0	0	0	1	
3) Completed the One Year (2010-2011) Detail School Budget Narrative (including pre-implementation expenses if the district is choosing to utilize them-not required) and justification forms (if applicable). <i>Include in comments section remarks as to the reasonableness of the expenses as presented.</i>	0	0	0	0	1	
<i>D - Assurances</i>						
1) Signed Assurance page	0	0	0	0	1	
<i>E - Waivers</i>						
1) Is the LEA applying for any waivers?	0	0	0	0	0	